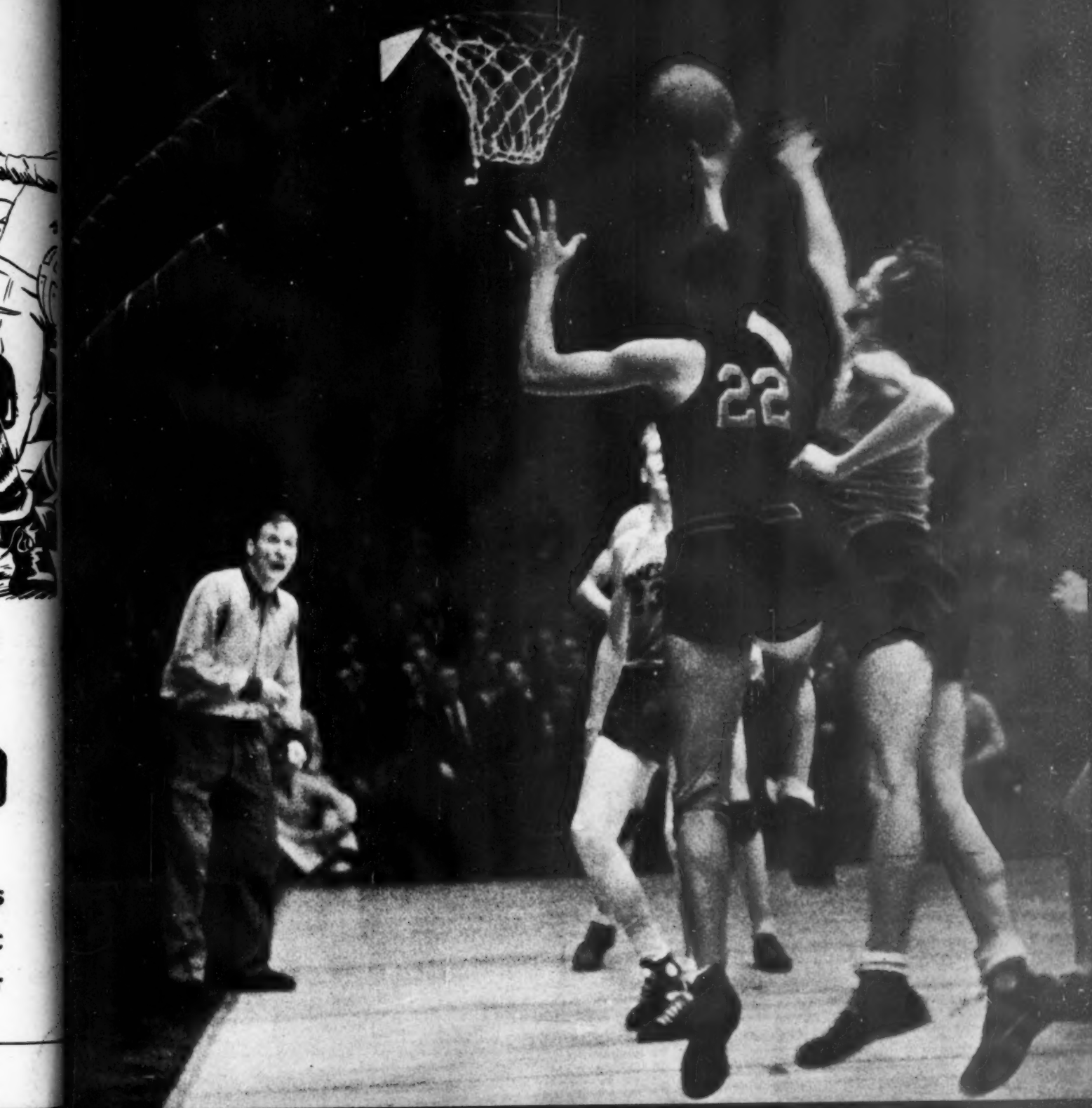


# SCHOLASTIC COACH

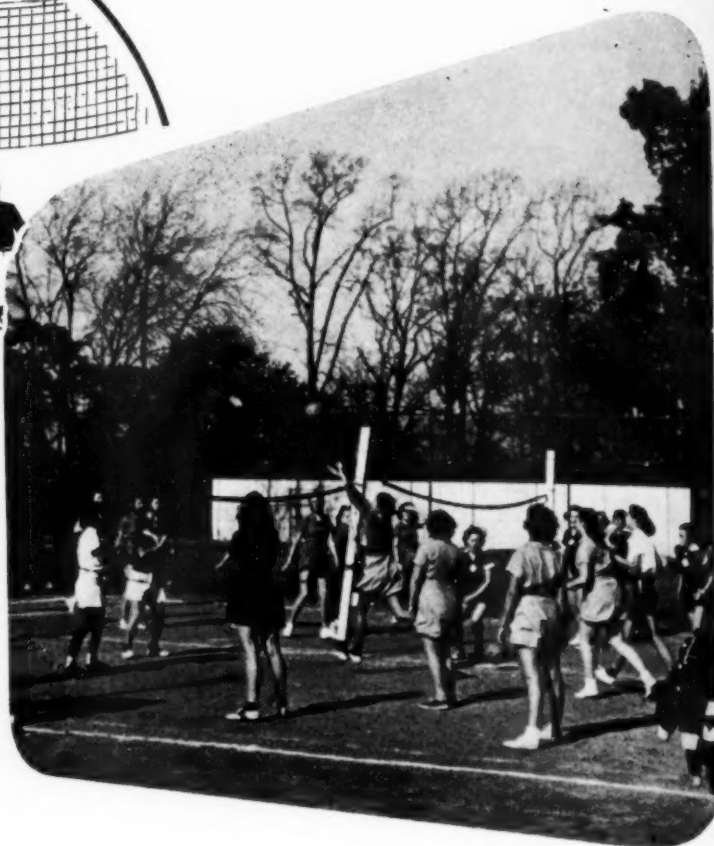


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SCHOLASTIC COACH

# SCHOLASTIC COACH

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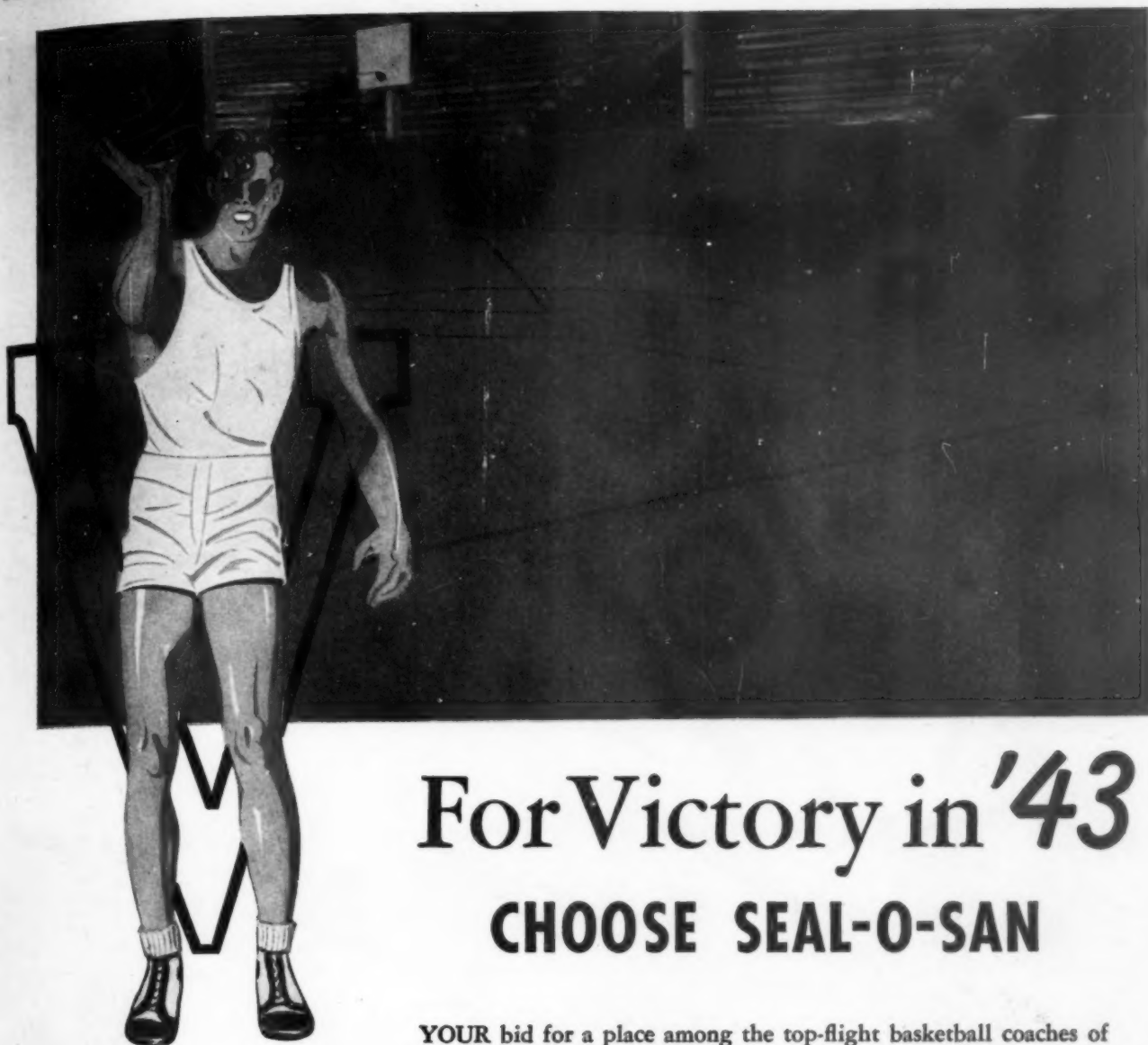
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**It is equally essential that the workers on the home front be physically fit. Sports provide relaxation from physical and mental strain. Relax! Stay Fit with Sports!**



The distinguished educator and author, Professor William L. Hughes, who is acting chairman of the department of physical education at Teachers College, Columbia University, served as chairman of the first regional institute on physical fitness conducted by the United States Office of Education. A full report of this meeting will appear in the December "Teachers College Record."

**T**HE first of nine regional institutes on physical fitness through health and physical education, conducted by the United States Office of Education at Teachers College, Columbia University, early last month, marked the first time in history that several government agencies, including the Army and Navy, cooperated with education in promoting a program of physical fitness.

The purpose of the Institute was to introduce and interpret the program that will be presented in a series of three manuals by the Office of Education.

Since Pearl Harbor several war-time physical fitness programs have emerged, all directly or indirectly affecting the schools and colleges. The appearance of so many programs naturally caused considerable confusion. Health and physical education teachers wanted to cooperate with the Army and Navy, but they had no single agency to which they could turn for guidance.

The manuals were developed to provide them with a unified war-time physical fitness program. They include: Physical Fitness Through Physical Education for Schools; Physical Fitness Through Health and Physical Education for Colleges and Universities; and Physical Fitness Through Health Education for Schools. The first and third are part of the High School Victory Corps program. All are to be published for the Office of Education by the Government Printing Office and may be secured from the Superintendent of Documents.

The point should be stressed that, while these programs have been developed by the Office of Education and approved by the Army and Navy, they are not imposed from the top and are in no sense compulsory. They may be used in part or *in toto*, or they may be completely rejected.

The programs advocated in the manuals differ from the usual programs in several important respects. It is recommended, first, that physical education be *required* of all students for no less than one hour daily from the first grade through college. In the second place, it gives special emphasis to the vigorous, combative type of activities that develops the kind of physical fitness needed in the armed forces.

# Here Below

An improved health program, including more adequate health examinations, correction of defects, and health instruction is also urged.

For girls and women who doubtless will be engaged in work demanding tremendous staying powers with relatively little physical exertion, the program stresses moderate activity over long periods.

It is made clear, in the manuals, that physical fitness, as an aspect of total fitness, involves not only the development of strength and endurance through physical activities, but also a thorough knowledge and practice of the principles of health, and above all, an attitude which recognizes physical fitness as an individual responsibility.

## Physical education problems

**Military Training.** The inclusion of military training in the Victory Corps program has resulted in confusion and misunderstanding. Some educators profess that war officials want the schools to substitute military training for physical education.

Nothing could be farther from the truth. In fact, repeated statements by these authorities indicate the undesirability of any military training in schools and colleges except in rare instances where adequate personnel and equipment exist. They are decidedly opposed to the substitution of military training for physical education.

Officers attending the Institute stressed the fact that it is the job of schools and colleges to turn over to the armed forces young men who are physically fit, courteous, and well disciplined. Technical training, they said, should be left to the Army and Navy.

It should be clear that military training is not a substitute for physical education. The schools could teach children to drill with wooden guns. But modern armies do very little marching. What little is needed can be incorporated as a small part

of preinduction physical education. Military drill, in itself, contributes very little to physical fitness.

**Care of Accidents.** Another problem confronting school authorities is the care of accidents. School and college administrators will need to be bold in their planning, if they are going to focus their health and physical education programs toward conditioning young men for the armed forces. An increase in accidents must be expected. Therefore, health and accident insurance or some other plan should be provided to insure the health of students and to care for the inevitable increase in accidents and injuries.

**Loss of Personnel.** A serious bottleneck in promoting an expanded program is the loss in male teaching personnel. Some men would petition the director of selective service or the man power commissions to make a more equitable distribution of man power (teachers) between the armed forces and the schools and colleges.

It appeared, however, that important as the physical conditioning of young men is, a majority of persons attending the Institute opposed any form of deferment for physical education teachers.

This is a difficult problem. Several partial solutions were suggested: (1) Women teachers for boys physical education classes. (2) Training senior male students for use as leaders. (3) Urging former teachers of physical education to return to teaching for the duration. (4) Refresher courses, and transfer, at least part time, to physical education for teachers of less vital subjects.

**Lack of Equipment.** Another serious bottleneck is that of lack of equipment. To date the government has not seen fit to place physical education equipment on the priority list. This means many substitutions and adaptations in equipment and activities.

**Difficulties in Transportation.** Difficulties in transportation, too, will  
(Continued on page 30)

# BASKET OR GRENADE...



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# TEACHING INDIVIDUAL DEFENSE

By Clair Bee

This is the second of a series of articles by Clair Bee, coach of the great Long Island University basketball teams and author of four current best sellers. In last month's installment, Mr. Bee covered the fundamentals of passing and shooting. He continues with a treatise on individual defense.

**G**OOD defense is difficult to teach. The fun as well as the chief object of the game is to "put the ball through the hoop." Towards nearly everything else, and particularly defense, the boys have a natural subconscious disdain. Then, again, good defense demands long, exacting, and unexciting practice hours—just the type of drilling to which most high-spirited boys can't apply themselves.

Guarding, whether man-to-man or zone, has two phases—mental and physical. Mental guarding embodies the diagnosis of the opponent's talents; his speed, cleverness, and favorite weapons, so that the guard can cope with them and, in addition, anticipate his man's next move.

It also embraces an awareness of the ball, of the other attackers, and of the defensive teammates. A guard whose thinking is geared along these lines can take instant steps to intercept the ball or pick up a loose man.

Player domination is important. Several methods may be used to obtain it. These include talking, feinting with the body, faking with the ball, forcing the opponent to commit himself, blocking him out, and otherwise hindering his play.

## General duties (situations)

As an opponent with the ball may dribble, shoot, feint, fake, or pass, the guard must be prepared for any contingency. Not infrequently he will be required to guard two opponents for a time or assist a teammate in opposing three.

An opponent who has received the ball may be a considerable distance from the guard. In rushing him to stop a long shot attempt, the guard should feint to leave his feet and go into a low crouch in the hope of luring the opponent into dribbling.

The guard's footwork depends on his basic training. Most coaches believe that attackers should be forced to the outside or toward the sidelines. Hence, when situated near the sidelines to the right of the basket, the guard will probably keep his right foot forward.

However, if the defensive principle encourages the forcing of the

attacker toward the free-throw circle, the left foot may be advanced. Some right-handed guards always oppose an offensive player with their left foot forward.

## Floor positions

It is a cardinal rule to keep between the offensive man and the basket. But exceptions are often necessary. For example, against an opponent with a flair for dribbling in one direction, many guards are instructed to overshift.

Quite often the defensive theory incorporates floating. The guard is permitted to drop away from his man vertically or laterally. By covering as much territory as possible, he assists in blocking passes and in slowing up the attack, since his retreated position discourages the use of certain passes.

With peripheral or split vision, it is possible to follow the flight of the ball without turning the head.

In maneuvering for a good rebound position, the guard should be careful not to deploy too far under the basket. The opponents' follow-in tactics may drive him out of bounds away from any possibility of recovering the ball.

Once the ball is lost, everybody springs to the defense. It is each player's immediate duty to fall back into position to halt the ensuing attack. When playing zone, a particular territory will demand his presence. An alert zone will shift positions to cover a teammate who is slow getting back. If a player persistently offends on this score, it may be necessary to assign him to the least strategically located zone.

The need for a speedy retreat is just as acute in the man-to-man defense, provided the defense is not using all-court pressing tactics. The first man back should pick up the first breaker and then call to a teammate to shift to the unguarded opponent.

## Floating

Floating can prove invaluable in team defense. Either vertical or lateral in nature, it is usually employed against an opponent who is more or less set in the rear court, such as a standing guard. It may be individual in its application or may be employed as a team principle.

A floater moves a considerable

distance away from his respective opponent but concentrates on him just the same. Whenever the ball is passed to or close to his opponent, the guard immediately moves in to play him closely. Meanwhile he is in an ideal position to intercept passes and pick up loose men and cutters.

## Stance and footwork

Footwork plays a leading role in all types of defense. The guard's feet should be fairly close together with the weight of the body distributed over both. When running, the player should avoid overly long steps and, if possible, crossing of the feet.

The boxer's slide is preferred. In moving to the left, for example, the guard should step first with his left foot and follow up with a quick slide-step with the right. The right foot comes up to the left; it does not go beyond it. If another step is required in that direction, the left again leads.

In retreating vertically, a long back step with the foot away from the ball will usually give the guard the advantage.

Footwork is closely related to the tactical situation. A lower carriage is recommended for guarding a man without the ball. A low center of gravity permits an extremely fast start—of extreme importance in covering a man on a sharp sudden cut.

Against a foe with the ball, the guard should never leave his feet; unless the opponent is attempting a shot under the basket. Most players feint and fake with the express purpose of luring the guard off the floor.

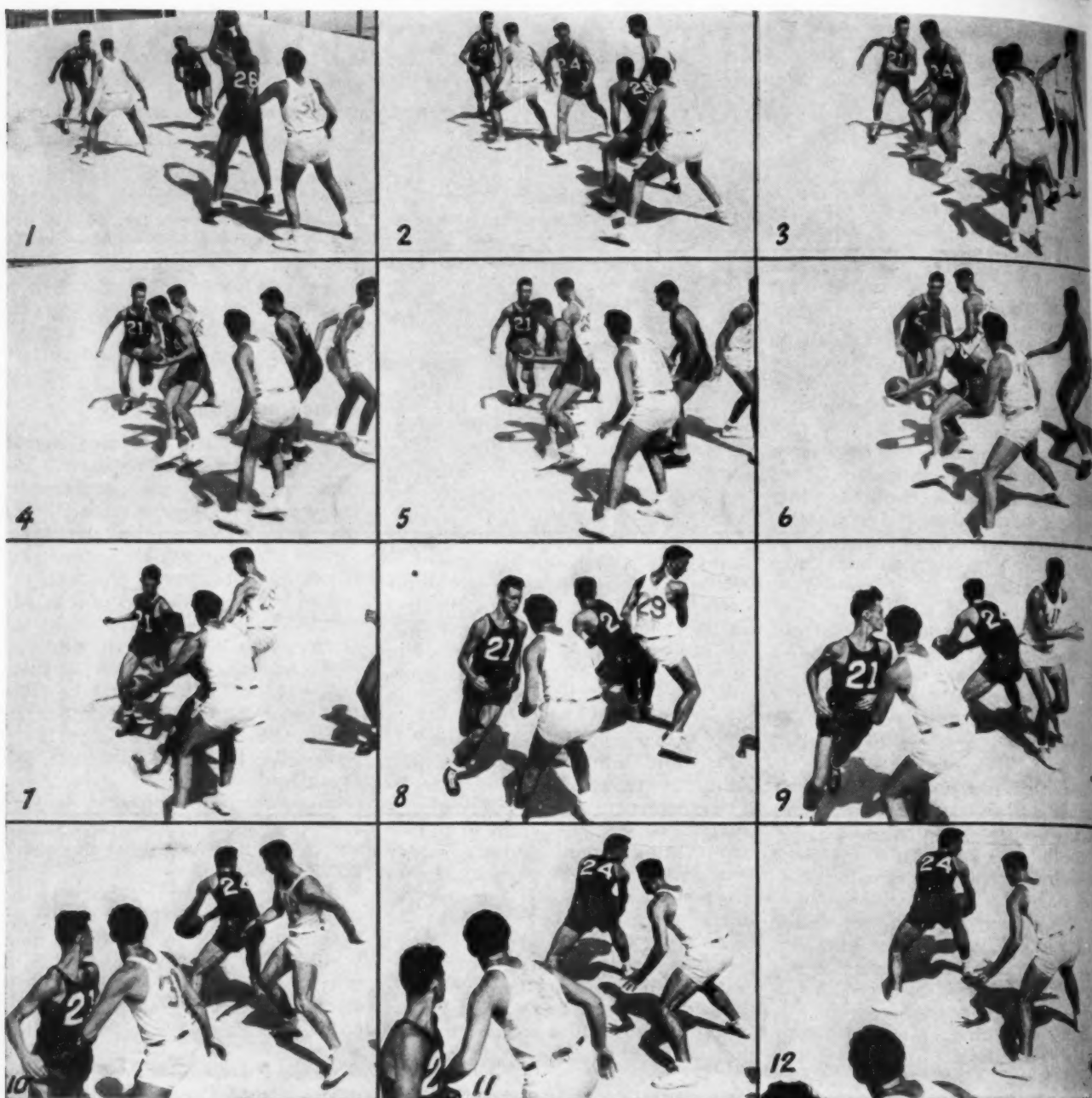
## Use of eyes

Most attackers telegraph their intentions by looking in the direction they are going to pass, dribble, or cut. By watching his man's eyes, the guard may detect these giveaways.

At the same time, however, he should use split vision. In this way, he can watch both his man and the nearby activity. The use of split vision eliminates the necessity of turning the head from side to side to see what is going on.

## Use of hands and arms

Many excellent defensive teams adopt "hands up" as a working creed. The practice discourages



**DOUBLE SWITCH:** After feeding the pivot, 24 drives through and receives a return flip. The pivot's guard (31) and X24 switch men. When 21 drives down the outside of 24, the guards again switch. Note guard 29's pretty roll turn.

passes and leads to many interceptions. Every guard should get into the habit of pointing out the man for whom he will be responsible, especially when falling back on defense after losing the ball.

As a rule, one hand should be extended forward and the other to the side. Sometimes both may be extended to the sides. In this position, they form a barrier which completely shuts off a direct path to the basket. If the guard has been outmaneuvered and is following his opponent under the basket, he should concentrate on the player's eyes and run with the arms fully extended overhead. The raised members often deflect an oncoming pass.

The universal improvement in set

shooting emphasizes the need for harassing tactics. One of the best of these is flagging. The guard should wave one hand in front of the shooter's face and keep the other extended to the side in case of a dribble or pass.

#### *Defense after shot*

Following a shot, each defensive player has certain duties. If he's in the rebound area, it is his job to assume one of the triangle positions and attempt to recover the ball. If he is outside the rebound area, he should continue playing his man so that a sudden dash for the basket will not give the attackers numerical superiority under the hoop.

The defensive position to take depends upon the shot. Following a long shot, the defensive players should retreat as closely as possible to their assigned defensive points. On short or layup shots, the defenders should try to mass in or near the free-throw lane to prevent follow-in tactics.

Blocking out following a shot does not imply fouling. If the guard maintains a proper defensive position near the basket, his opponent will be forced to go around him or retreat to the rear court.

The boys should be assigned specific duties on free throws. The attackers usually deploy two men in the rear court, so that in reality the defense enjoys a five-to-three superiority. If each defender makes his correct move, there is little or no excuse for the opponents securing the ball or scoring with follow-in tactics.

tics and repeated tip-in attempts.

Probably the most dangerous man is the big fellow directly under the basket. His opponent should drive into the free-throw lane as soon as the ball hits the backboard or the basket. In some cases, it may be necessary to sandwich this inside attacking player. The guard closest to the free thrower should step in front of the shooter.

### Backboard recovery

L.I.U. players are taught the jack-knife on rebounds. They spread their elbows and legs as much as possible and jackknife the body. They are crouched and braced so that the opponents cannot knock them off balance. Their eyes are focused on the ball. Under no circumstances should the ball be tapped; it must be caught.

As soon as the ball is caught, the recoverer looks for teammates. The ball is not lowered; it is kept as high as possible with the arms fully extended.

The good rebounder gets the ball into play immediately. At one time, most players were taught to make the recovery and then dribble to the corner for the pass-out. Modern coaches have scrapped this play; the pass is now made while in the air or as soon as possible after the feet hit the floor. The team that controls the boards is usually the winner.

### Against man without ball

The defensive position depends upon the type of man being guarded. If he has a good long shot, it is advisable to crowd him a bit. If he is faster and cleverer than the guard, the latter should give him more room and play more to the inside.

A poor shot can be given considerable room, but not if he is the playmaker. The generalissimo of the attack should be crowded all over the place. Tactics such as keeping the hands up and shifting slightly between him and the ball discourage passes and force him to keep shifting around. Once the playmaker's freedom of initiative is disconcerted, the guard has gone a long way toward destroying the continuity of the attack.

If his man gets ahead of him on a long break for the basket, the guard should turn his back on the ball and take the shortest route to the basket, waving his hands overhead as he goes to deflect a pass.

### Against man with ball

When the opponent has possession, it is important for the defensive player to know whether or not

his man is in one of his favorite scoring spots. If he is a poor shot, it is smart to give him a little room. He must then sink his shots or he is a dead duck. For he can hardly dribble or give-and-go with his guard in a retreated position.

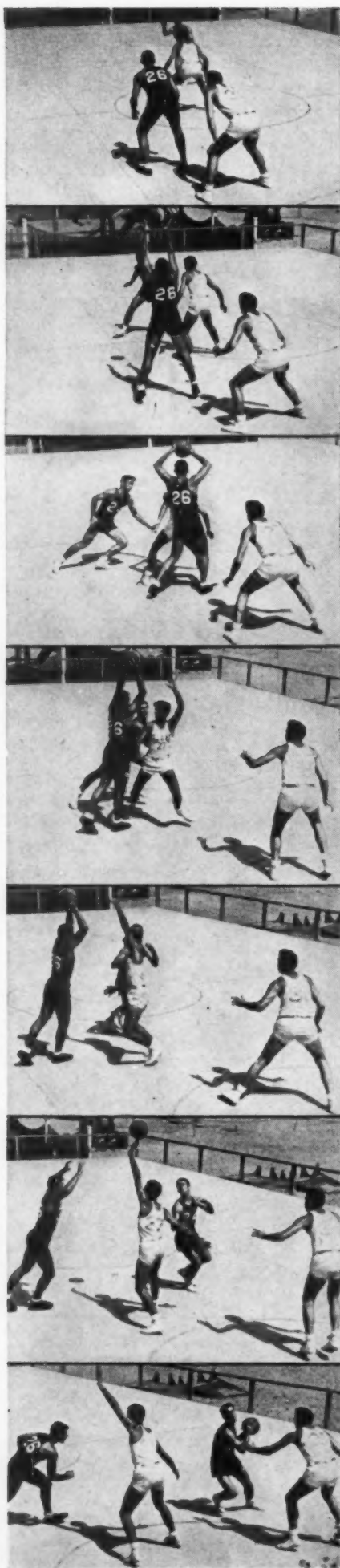
Since only the attacker *knows* his next move, it is unwise to try to out-

guess him. It is much smarter to retreat a little and gain the aforementioned advantage on any attempted dribble for the basket or give-and-go maneuver.

If there is a chance to catch the offensive player off balance and force him to pivot, the guard should do so, of course. But he should be

**SINGLE SWITCH:** Again 24 feeds 26 and piles through. But this time, his guard stays with him. X26 drops back a little so that when the second cutter drives past the pivot for the pass, it is a simple matter to switch to him.





wary. Many attackers tease their guards into such traps. The guard must remember that in moving forward he is shifting his weight away from the basket and that before he can retreat the weight must be shifted back again. His advance, then, should be cautious.

#### ***Guarding man out of bounds***

In guarding a man who is taking the ball out of bounds, the defensive player should face sideways so that he may see the other players on the court. Since the opponent cannot score until and after the ball has been passed inside the court, he is not particularly dangerous.

However, should the guard turn his back on the court to concentrate wholly on the man out-of-bounds, he may be screened out by an opponent sneaking up behind him. Keeping a respectful distance between his opponent and the basket will enable the defensive player to watch the flight of the ball, guard against a screen, and help teammates break up a scoring play.

#### ***Guarding the dribbler***

Most defensive players are coached to play the dribbler instead of the ball. It's a good idea to force the dribbler to the side, where he will be required to pivot and pass back to a teammate. Most dribblers try to go around their man toward the sidelines. The guard, therefore, may overshift a little if he is certain the dribbler is not trying to trap him.

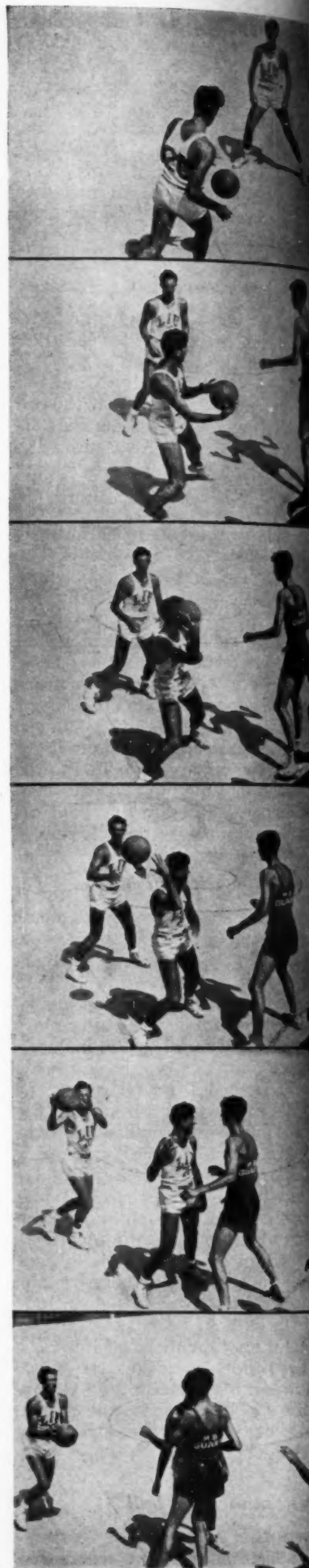
The guard should always go with the dribbler. Instead of standing flat-footed and stabbing at the ball in the hope of knocking it out of the dribbler's hand, the guard would do better to run along with him and force him toward the sidelines. The dribbler has no control over the ball as it hits the ground; that's the time to play for it.

If the dribbler is driving for the

(Continued on page 24)

**Left:** After feeding the pivot, the passer fakes right and goes left, running his man into the post. Meanwhile X26 has dropped back in anticipation of just this move. Thus he is in perfect position for the switch on the ensuing play—a flip to the cutter.

**Right:** Setting up a screened shot. The dribbler comes up between a teammate and his guard, stops, flips a pass over his shoulder and stands still—giving the receiver an unimpeded shot.



# Basketball Ability Tests

By Perry Culp, Jr.

Perry Culp, Jr., publicity director of sports at the University of Idaho, describes the ingenious system of discovering basketball talent which Robert Knox, boxing coach, has devised with startling results. Briefly it consists of four tests, which determine a player's ability and speed; coordination in ball-handling, shooting, passing, and receiving; and ability to respond to commands.

**T**HE Whoosis College basketball team is going to win the 1950 national championship in a breeze. They have a Knox rating of 30, and that's very good, indeed. Where's Whoosis and what is the Knox rating?

Whoosis could be anywhere, but the Knox rating system is a basketball-ability examination cooked up by Robert Knox, of the athletic department at the University of Idaho. It consists of four tests of native basketball ability.

The system, which is 90 per cent foolproof, enables the coach, in his very first workout, to determine his personnel for the season! This means the coach can give the tests on the first day of practice, select the 10 or 15 high men, and settle down to serious work for the season! No more nervous breakdowns from handling large squads and digging for talent.

Last season Knox gave his tests to eight Class B Oregon high schools. He reckoned their relative strength from his ratings and followed the teams through the season. The two top teams were rated only a fraction of a point apart. In the Class B championship, the team having the pin-point edge won in an overtime period from the other!

## Picks college squad

After confining his tests to high schools for six years, Knox went to work on Idaho University. He tested the entire Idaho squad at the opening of the season, compiled the results, sealed his findings in an envelope, and handed it to Coach Guy Wicks with instructions to open on February 15.

Wicks opened the letter at the designated time and found Knox had selected nine of the ten ranking players! Knox had also named correctly the best passers and ball-handlers.

The tests require no complicated gadgets or machines. They are based on native ability to execute four fundamental movements.

The first determines dribbling ability and speed. A course is laid

65 feet along the sidelines of the court; four objects are placed equidistant apart along the court, and the dribbling player is timed as he weaves around the objects and back to the starting point.

The second test is laid out like the first except that the course extends from the starting point in the first test to the basket, which represents about four additional feet.

The objects are placed along the route and the player dribbles around the objects, as in the first test, to the basket and shoots. He recovers the ball and returns around the objects to the starting point. This is a test that coordinates ball-handling and shooting.

The third test is designed for passing and receiving ability. The ball is bounced against a wall 15 times from a distance of five feet. The boys with low times usually make the best passers.

## Reaction test

The fourth and most complicated of the tests measures ability to respond to commands; in short, it is a reaction test. Three brightly colored cups and a coin comprise the props. The player is given the coin and stands with his back to the cups and route of travel.

At the starting signal, he whirls into action and starts towards the objects, 20 feet away. When he is about 12 feet from the cups, the examiner barks a command, designating the color cup in which to deposit the coin. The test is complete as soon as the coin plunks into the cup.

Take the times made in each test, add them together, and you have the Knox rating. Shooting ability isn't specifically covered in these tests, and it is possible that the low man in these tests may win a place on the first five. However, as most coaches know, boys who can shoot generally are pretty adept at the other skills as well.

Knox devised his system on a hunch. It has always been his belief that boys must possess more native ability for basketball than for any other sport. Football players can learn the plays and timing of a system if they have the beef and speed. Several different individual abilities make up a baseball team. But only men with the native ability to handle the ball are capable of playing basketball. The Knox system proves this.

C COACH



# A MODEL WARTIME GYM PROGRAM

By James L. Quigley

A week of intensified physical education, stressing the idea of planning your work and working your plan

James L. Quigley, chairman of the health education department at Fort Hamilton High School, Brooklyn, N. Y., offers a completely detailed physical education program based on wartime needs. Although the program embraces a week's activities, there is no reason why it cannot serve as a model for the entire year. All that need be changed from week to week and season to season are the activities.

**T**HE teacher of physical education today is hardly at a loss for material. With all the books, periodicals, state and federal manuals that are available, there is no lack of good working ideas.

In his anxiety to sell his program, the teacher should not make the mistake of the neophyte football coach who accepts—lock, stock and barrel, the system of Coach X, Bowl winner; neglecting to consider the material he must work with, his time schedule, and the opposition.

It is not the purpose of the writer, in offering a model program, to revolutionize physical education. Rather, the stress in these program suggestions is on the importance of planning one's work and working one's plan; of keeping in mind the interests, needs, and capacities of the individual in order to prepare him for war needs in military or civilian life.

In this plan, the members of the teaching staff receive their week's order on the Wednesday preceding the date of execution. They also meet in the gym on the following Friday and, in gym uniforms, actually perform all the exercises included in the contract. Revisions may then be made where necessary. The plan is also to be posted on the gym bulletin for student reference.

## Considerations

Class organization is a must if the learning process is to be facilitated.

**Organization of Classes.** The policy is usually set by the administration and its program committees. As a rule, the pupil load arrives by term or class so that there is an approximation of homogeneity. Some of you may have to revise or completely scrap old routines. At present many of our schools assign the 16- and 17-year-olds to health education in a body.

The pupils may be classified within the class by means of medical examinations; school grade; tests

(skills, strength, P.F.I., etc.); or by chronological age.

There should be ample opportunity for pupil leadership and the training of such leaders. Student leaders lend valuable assistance in supplementing teacher instruction, caring for equipment, taking attendance and otherwise making themselves useful.

**Time Allotment and Organization.** The classes may vary from 45 minutes to the double 90-minute period. The group may meet three, four, or five periods a week for regular instruction, and may also be assigned to after-school activity.

The planning of routine formations for roll call, drill, mass participation, dismissals, air raid and fire drills (emergencies) are necessary. Cognizance must also be taken of other areas closely related to the fitness program, as:

1. Periodic medical and dental check up. These examinations should be thorough, meeting the rigid air force requirements. Also check for immunization record, smallpox, diphtheria, tetanus, typhoid.

2. An efficient follow-up program for removal of remedial defects.

3. Functioning program of health education. For upper classmen, it is advisable to program the approved course in First Aid (leading to certification). Where regular teaching personnel is unavailable, an interested subject teacher may be willing to accept the job. Or a parent physician might volunteer an hour a day for this worthy cause. This period

should supplement the regular five periods of directed physical activities.

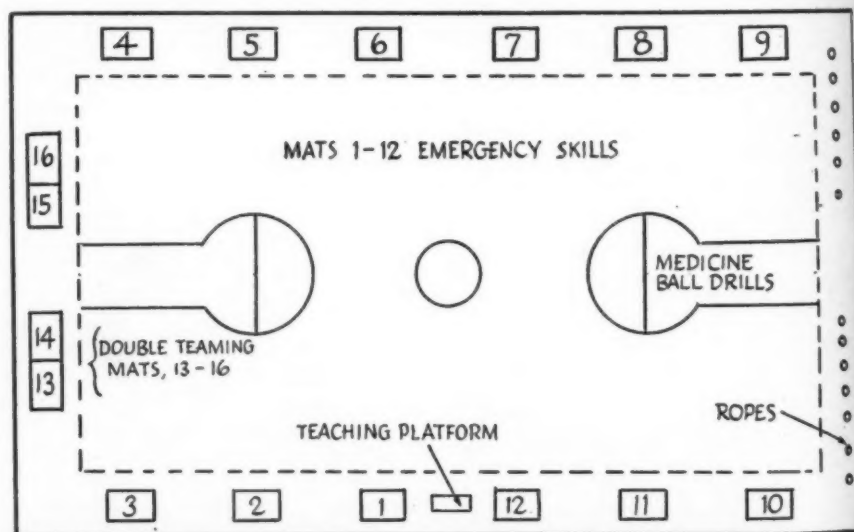
4. The assisting community agencies at your disposal, such as county medical and dental societies, various recreational groups.

**Preliminary Phase.** The preliminary phase of the program is outlined in **Diag. 1**. For economy of time, the gym is set up and in readiness before the arrival of the students. The gym proper is clear of apparatus so that calisthenics, tactics, and similar activities may be presented.

As the boys arrive in uniform, they may select any of the activities shown in the floor plan. A student leader is assigned to each activity area. The student directs his own practice in conjunction with the leader. The teacher or teachers in charge of the period circulate; ready to assist when needed and ferreting out the boys who are unable to do satisfactorily any of the activities.

**Assembly Period.** On the signal, *Fall in!*, the boys leave the mats and go to their assigned spots (**Diag. 2**). The wall on the teacher's side (south) is marked with numbers 1 to 20; the west wall with letters A to M.

Each boy has a spot number for which an attendance card is kept. Each squad takes on the name of a famous Army or Navy outfit for competitive and instructional purposes. A student leader is assigned to each line. If the boy is not on his spot, the leader turns up the red side of his card. Later a list of



**DIAG. 1:** Setup for the preliminary phase of the program, with the mats around the outside of the floor and the floor proper clear of all apparatus.

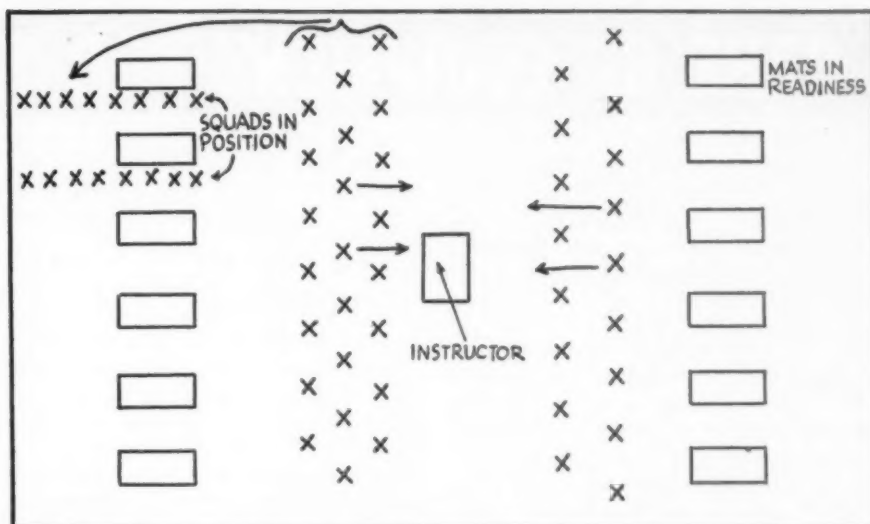
the absentees is read off.

**Demonstration Setup.** For demonstration purposes, the gym is organized as shown in **Diag. 3**. The demonstrating mat is placed in the center of the floor. The boys line up on either side, facing the demonstrator. From these positions, they may march by squads to their assigned mats, which are in readiness. Upon the removal of the center mat, sufficient space becomes available for calisthenics and other activities.

In the demonstration, the elementary type of activity may be quickly covered. Extra attention should be paid to the more difficult combinations. Stress the correct method of execution. Set a standard of performance which you expect from the pupil.

Before delving into the actual week's orders, the following considerations should be kept in mind:

1. This plan has been set up for indoor use. Period, one hour; pupil load, 120 to 180.
2. The needs and capacities of the class are the determining factors in the selection of activities.
3. The teacher prepares a daily lesson plan.
4. At the end of each lesson, he evaluates the worth of his presentation.
5. In this first week's work, no provision is made for competition. Stress is on organization; the tone of the semester is set. One day a week thereafter is set aside for inter-squad competition.
6. These early skills form the basis for a system of squad activities patterned after the Ranger type activity program.
7. Also in operation is a functioning extra-curricular program including intramurals, varsity sports,



**DIAG. 3:** Demonstration setup; the boys line up on either side of the center mat, facing in, and then march by squads to their assigned activity positions.

and a physical fitness club for those needing extra work.

8. Provisions must be made for testing from time to time.

7. The gym leaders' corps meets one afternoon a week. The training program of this group embraces: care of equipment, organization of the gym facilities, techniques in handling groups, regular teaching assignments (teaching leaders groups), safety education, officiating, visitations, hearing guest speakers (representatives from the armed forces), advanced tactics, intramural management, demonstrations, gymnastics, and sports skills. All pre-flight candidates must go out for the corps.

### The week's order

All classes are conducted in military fashion with special stress on military bearing.

**Materials Needed:** Mats, ropes, and medicine balls.

**Preliminary Phase, 6 minutes** (See **Diag. 1**): Dress and elective activity.

**Assembly Period, 1 minute** (See **Diag. 2**): Roll call (spot system) and announcements. Reduce to a minimum. Use large blackboard in gym or a well set-up bulletin board.

**Lesson Proper, (A) Military Tactics, 5 minutes.** Those who have had experience in handling large groups under various conditions know the value and the need for this type of instruction. There are any number of situations in and outside the gym where knowledge of military commands is invaluable, such as: emergency dismissals, fire and air raid drills, organization of class.

Following are a few of these helpful commands and the proper method of execution:

1. "Attention": Heels on same

line. Feet turned out at 45-degree angle. Knees straight without being stiff. Hips level and slightly retracted. Body erect with chest lifted and arched, shoulders square. Arms straight along sides but not stiff, with thumbs along the seams of the trousers, back of hands out; fingers held naturally. Head erect and squarely to front; chin in, eyes straight to the front. Weight of body rests equally over balls of feet.

2. "Parade Rest": Move the left foot smartly 12 inches to left, keeping legs straight so that weight rests evenly over both feet. At the same time, clasp hands behind back, palms to rear, thumb and fingers of right hand clasping left thumb. Preserve silence and immobility.

3. "At Ease": Keep right foot in place. Silence but not immobility required.

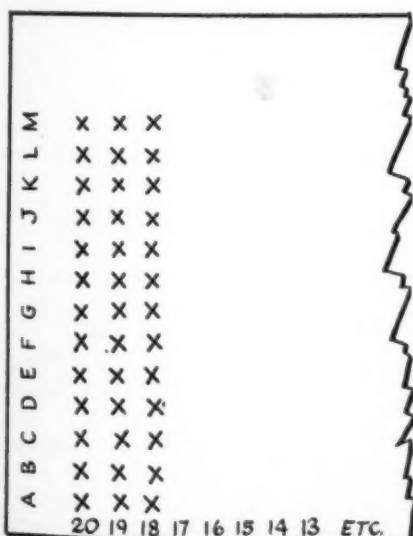
4. "Rest": Keep one foot in place. Silence and immobility not required.

5. "Fall out": Men leave ranks, not required to remain in immediate vicinity. Resume original places at attention at command of *Fall In!* On the march, men fall in at ease unless they were at attention when command of *Fall Out!* was given.

6. "Eyes right and left": The commands are (1) Eyes, (2) Right, (3) Ready, (4) Front. At the command, *Right!*, each man turns his head and eyes in that direction. At the command, *Front!*, the head and eyes are turned to front.

7. "Hand Salute": Raise the right hand smartly until tip of forefinger touches lower part of forehead or forehead above and slightly to right of right eye, thumb and fingers extended and joined, palm to left, upper arm horizontal, forearm inclined at 45 degrees, hand and wrist

(Concluded on page 32)



**DIAG. 2:** Line up for attendance and general orders; each boy in his spot.

# CARE OF EQUIPMENT FOR THE DURATION

The main body of this article appeared originally in "The Discobolus," publication of the department of physical education of Cincinnati Public Schools, and is reprinted with special permission of W. K. Strelt, director of physical education, and editor of the monthly bulletin to teachers.

**N**OW that priorities and the demands of the armed forces have curtailed the civilian supply of athletic goods, the equipment our schools already have or that is available to them will have to go a longer way. It will thus behoove the equipment room manager to nurse his athletic supplies carefully.

This especially applies to rubber and leather goods. The life of these materials greatly depends upon the care lavished upon them. When neglected, they seldom provide more than a season's serviceability. With nursing, you can add years to their life.

In any program for the care of athletic equipment, it is necessary first to obviate all extraneous hazards. Protruding fixtures, fittings, sharp projections, spiked fences, and similar hazards should be removed, where possible. Many a piece of mobile equipment, particularly inflated balls, has been damaged or completely ruined by striking such hazards.

## Inflated balls

In cleaning basketballs, footballs, volleyballs, etc., use a paste or a liquid oil cleaner; don't employ a saddle soap or ordinary soap and water. Soap removes the natural oil in the leather. In some of the molded balls, the soap and water saturation has a tendency to peel the panels from the carcass.

Make sure, in storing balls, they are not inflated to top pressure. They should be inflated to a sphere, not folded or crushed, but at the same time they should not be blown up to rock-like proportions.

In inflating the rubber-valve type ball, the inflating needle should be lubricated with glycerin, or moistened with the mouth. A dry needle may injure the valve core. It is also well to bear in mind that where saliva is used as a lubricant on a needle, there is a possibility of rusting. A rusted needle likewise injures the core of the valve.

A pressure gauge should always be used to insure the correct pressure. Particular care should be ex-

ercised to avoid over-inflation, since this materially affects the life of the article and often ruins the ball completely.

## Athletic shoes

All athletic shoes are subject to saturation through perspiration, rain, or snow water. Each tends to remove the tannage oil from the uppers and soles. Perspiration is more damaging in this respect than either rain or snow water. Excessive perspiration tends to dry out and crack the upper and sole leathers.

All lime and mud should be removed from the shoe immediately after use. Athletes should not walk from the locker room or gym to the playing field over concrete or asphalt streets or sidewalks, wearing rubber cleated football shoes or metal spiked baseball or track shoes. Exposure to hard surfaces takes many hours service off the life of the aforementioned footwear. A simple solution is to wear "sneakers" to and from the field.

The life of any leather object can be greatly prolonged by observing these three simple rules:

1. Keep leather clean so that the pores are not clogged. In shoes this is not only important for the leather's sake but for the athlete's as well. Leather which does not "breathe" causes excessive perspiration.
2. Never allow leather to become wet any more than is absolutely necessary, and never dry leather near a stove or other source of heat. Wipe off and dry at room temperature.
3. Keep leather well lubricated. As long as the fibers are properly lubricated, they will slide on one another without producing excessive friction.

If the leather is not properly lubricated, it becomes stiff and the fibers gradually grind themselves to pieces whenever the leather is flexed. Nowadays it is possible to fortify leather with specially treated preservatives that revive, soften, and preserve the item and at the same time render it water repellent and mildew-proof. They leave no sticky or oil residue to dull the surface or catch dirt or dust.

During the spring and summer months, all leather equipment that is to be stored away should be treated with a dressing. In the

South, especially along the coast, where there is a great deal of moisture, leather is subject to mildew. Balls, pads, shoes, the inside of baseball gloves, and other leather items all require lubrication treatments to counteract the destructive effect of moisture.

## Knit and cloth athletic wear

Knitted goods which have become wet through perspiration or muddy fields should not be stacked one on top of the other. Colors may bleed from one garment to the next. The garments should be cleaned immediately after the game. If you wait too long between cleanings, more powerful dirt-removing measures are necessitated.

The chemicals do the garments no good.

It is a good idea to place the garments in clear cold water immediately after a game. This prevents the settling of the perspiration and dirt, and any running of the colors.

Football pants made of elastic, two-way stretch material should be washed in lukewarm water and not dry cleaned, since cleaning fluid has a tendency to disintegrate the rubber yarn.

Inseam and outseam measurements on football pants should be taken prior to cleaning and passed on to the cleaner, so that after the garments have been cleaned and are ready for pressing, they can be stretched back to the original specifications.

Knit goods, particularly, should not be wrung out. The tendency in wringing these goods is to twist them out of shape. It is also necessary to watch these items for snags and rips; these cause runs. Someone should be charged with the responsibility of catching these immediately, so that the items are not completely ruined. Snags are more common, particularly in football jerseys and hose.

## Helmets and shoulder pads

Football helmets should be hung up individually and, if possible, put in forms. Unless these are available, they should not be jammed tightly in a duffle bag, particularly after a game when the helmets are probably moist from either perspiration or field conditions. Moisture temporarily relieves the temper of the

fiber and, if the helmet is allowed to dry in a distorted shape, it will hold that shape after the drying-out process is complete.

Helmets may merely be buffed clean. Because of their shellac or painted finish, no leather preservative should be applied. The helmets may be dried on a special rack to insure a supply of circulating air.

Shoulder pads should not be dried by artificial heat, nor should they be piled one on top of the other, particularly when they are wet, for the same reasons given in the care of helmets. This also applies to kidney or hip pads, and thigh guards.

In general, all equipment which is exposed to the elements should be thoroughly dried out before being stored or placed in damp places, such as crowded lockers or steamy locker rooms.

In many items covered with fiber protection, as kidney and shoulder pads, a broken stitch, if not repaired immediately, will lead to more serious damage and deterioration.

#### Badminton-tennis equipment

Rackets should always be kept in presses when they are not being used. A press helps prevent warp-

ing and keeps the bat in good condition. In particularly wet weather, the racket should be wrapped in newspapers, which have the faculty of absorbing moisture from the air. In any light, never place the bat in a locker with damp sweaty flannels or other moist clothing. Keep it in a cool dry place.

Moisture is death to the strings. Just a few drops of water may tighten the strings, warp the frame, and completely ruin the racket.

A thin coating of a gut preservative, applied with a brush, helps preserve the life of the strings. The preservatives should not be applied too frequently, however, or the strings will thicken and die.

As far as nets are concerned, moisture is again the dreaded foe that must be combatted. Only the more expensive nets are tarred and thus rendered waterproof. Hence, it is a good idea, after you are through playing for the day, to roll up the net and place it indoors. If you want to gamble with the elements, the least you can do to preserve the net, is to lower it to relieve the tension.

In schools that go in heavy for tennis, and where the courts are constantly in use, the economical answer to the net situation is steel nets. The wires are light but strong

and resist destructive climatic conditions.

Tennis balls are an expensive item and also merit special attention. Used balls may be "livened" up by heating in an oven for a few seconds. They should be withdrawn at the faintest sign of roasting.

In contrast to rackets, shuttlecocks should be kept in a moist environment. This is suggested because of the feathers' tendency to desiccate—to lose their oils and become brittle. A humidifier is recommended for storing large numbers of birds.

Supporters and other articles made of elastic yarns should be dried carefully and kept in a cool dry place. Rubber-padded articles should not be stored in hot rooms lest the rubber lose its resiliency.

Foam Rubber Padding Sheets should not be piled on top of each other to any great height, nor should they be subjected to any pressure while in storage, since this will decrease the thickness of the rubber.

Only with such careful nursing can you get the maximum life out of your equipment. In wartime, with priorities, this care is doubly necessary.

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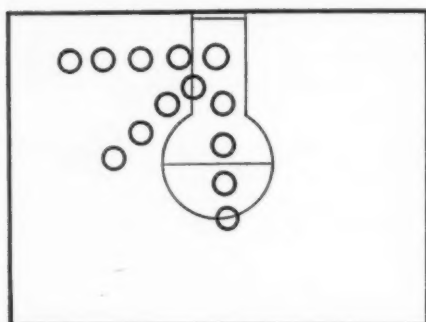
# ALL-YEAR-ROUND SHOOTING GAMES

By Virgil J. Noble

Virgil J. Noble, one of the country's top basketball men, coaches at South School, Saginaw, Mich.

**T**HE basketball coach who keeps the ball rolling from September to June seldom suffers from that particular form of delirium tremens caused by woeful shooting, both from the floor and the foul line.

Basketball should not be shelved from March until November. There is plenty of opportunity to sell the game during the off-season without interfering with other sports. There are noon hours, rainy days, Saturday mornings, and free time be-



**ARROW HEAD CLUB:** The shooter must sink a shot from each of these 13 spots.

fore and after gym classes. Why not use these precious moments for supervised shooting drills?

At South, for the past several years, the boys have been enjoying all sorts of shooting games. To be sure, many of these are not original. The November 1940 *Scholastic Coach* and the 1941 *Seal-O-San Coaches Digest* diagrammed a few of our year-round shooting setups. To Al Shaw, Ann Arbor, Mich., High's successful coach, goes credit for the shooting activities our boys now enjoy.

With his games as a basis, we have set up a number of clubs, such as the 21 Club, the Arrow Head Club, 10 to 50 Club, and Key Hole Club, to become members of which our boys are working daily. Any boy meeting the requirements of any of these clubs receives a suitable award and has his name and picture placed on a permanent, neatly framed scroll.

**The 21 Club:** To meet the requirements of this club, a boy, with at least one other player as witness and participant, must score alternately seven successive long shots and follow-ups from the edge of the

free-throw circle. If he misses, he must start all over again.

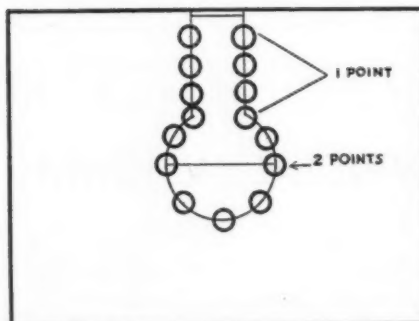
The *Arrow Head Club* comes in for plenty of attention during the season, as a boy adept at these angles is worth his weight in gasoline against a zone defense. Four boys play this game, each boy advancing as he scores. Upon missing he awaits his next turn to resume where he left off.

The *Key Hole Club* is slightly different in that one boy takes his 15 consecutive spot shots regardless of misses. He posts his high score and then daily tries to better it until he chalks up the required 22 points.

The 10, 20, 30, 40, and 50 clubs are purely foul-shooting games. That is, in the 10 Club, the boy must sink 10 straight fouls; in the 20 Club, 20 straight, etc.

Additional games played occasionally are Risk It and Bust It. These games are played informally without emphasis on perfect scores or awards.

Risk It can be played from any



**KEY HOLE CLUB:** With 15 straight shots the boy tries to score 22 points.

formation, the essence of the game being that any player feeling confident he can make his next shot, announces he will Risk It. If his shot is successful, he moves up three spots; if not, back two.

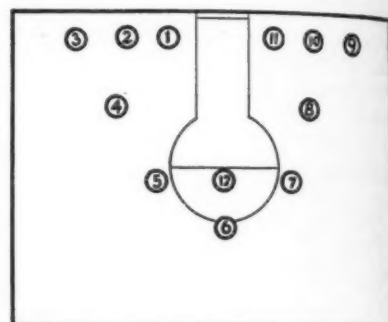
The main idea of Bust It is to avoid taking on any points. A group of players select any spot and shoot alternately, each successful shot counting one point on the score of the next player who misses. If several shots are made in a row, the total points are tacked on to the first one missing. Seven points are considered out.

At South, we have 54 white and purple suits, 32 green and white suits, and 24 black suits, and we have a boy in every suit. Our teams are organized two and three years

in advance. Last year we carried 105 boys on our eligibility list, with 45 to 50 making each trip. The idea was to acquaint each boy with every gym in which he would later play.

Our active playing squad concentrates on shooting drills, offensive and defensive formations, chalk talks, and foul shooting, while the younger boys absorb the fundamental mechanics.

Besides its regular teams, of which we have two (lightweights and heavyweights), our school promotes an intramural program for 33 boys' home room teams. Boys who



**RISK IT:** If the boy calls his shot and makes it, he moves up three spots; if he misses, he must go back two spots.

are active on the school squads may play, but their teams must give away six points to the opponents for every such player used.

Some coaches may think we promote our basketball program at the expense of our gym classes, which is exactly what we do not do. Very little if any basketball is played during our regular class periods. Long ago we discovered that gym class basketball is too noisy and not a bit conducive to good basketball habits.

That our program works is evidenced by statistics. Each year the league in which South plays awards two championships. In the past ten years, our boys have lifted ten titles!

Insofar as the attacking pattern itself is concerned, the writer subscribes to a few fundamentally strong plays, based on the same pattern, which can be quickly and thoroughly absorbed and which can function from any part of the court under all conditions: center jump, out-of-bounds ball, slow break, and down court against a pressing defense. The writer outlined and diagrammed such a system in the December, 1941, *Scholastic Coach*.

# NATIONAL FEDERATION NEWS

**H**IGH school instructors and supervisors who must drive to places of instruction are permitted gasoline for the purpose. It is possible that when a principal, director, or coach takes a load of players to a neighboring town for a game, the local board, in issuing rationing cards, may regard this as necessary supervision.

**Iowa:** Secretary Lyle Quinn has been actively engaged in devising ways in which the state high schools can go all out in selling war stamps. In a special Armistice Day bulletin, he urged every school with a game that day to appoint special managers for the sale of ten and twenty-five cent stamps.

The program also included the announcement of the plan while the teams were lined up for the kickoff, the public purchase of stamps by each of the players, officials and coaches, and the cooperation of student managers from the visiting school in the sales among the spectators.

This plan has possibilities for any game during the basketball season as well. Another good idea would be to set aside December 7 to 12 as "War Stamp Week" or "Pearl Harbor Week." Any game played that week could be used for the purpose. Stamps may be obtained from the local post office or some other local agency.

**Idaho** is one of several states in which association activities are partially financed from football income. In games involving a conference, district or sectional championship, five per cent of the proceeds go to help maintain the activities of the state association. There is always an additional levy of five per cent for the state accident benefit plan.

In many states, association activities are financed almost entirely by basketball. A percentage of the tournament income is used to meet the state association overhead and to finance such activities as wrestling, swimming, and track, which are usually conducted at a loss. There is no good reason why football should not help carry the load.

**Illinois:** Three important amendments to the constitution or by-laws were unanimously adopted at the last meeting of the state association:

1. The Board of Directors is given full authority to penalize any member school, any of whose instructors or representatives have been convicted on competent evidence for violating the principles of sportsmanship and the ethics of competition.

2. A school, coach, or other school official, or registered game official, is prohibited from assisting in the promotion of any all-star game in which any of the teams is composed of high school players or players who were

members of a high school during the previous school year, unless such contest is sanctioned by the state association.

3. All voting on eligibility or other by-laws or constitutional matters will now be done by mail instead of at the annual meeting. A legislative commission will first act on matters and make recommendations.

**Missouri:** Due to the scarcity of trained coaches, the state has adopted a policy of leniency in connection with the rule that coaches must be regularly employed as teachers who devote at least one-half their time to teaching duties.

**Kansas:** The rule which requires three full weeks of football training before the first game has been clarified. The individual player must now participate in no fewer than nine full days of practice. A majority of the squad must participate in a practice session if it is to be considered a full day's practice.

The board adopted a liberal policy relative to the rule which requires a coach to be a full-time teacher. It also has full authority to modify the basketball tournament plan in such a way as to reduce travel and make it unnecessary for a team to be away from home for any length of time. It was voted to continue the regional and state final track and field meets.

**Minnesota:** After 18½ years of service as executive secretary of the state high school league, O. E. Smith retired on December 1 because of his

(Concluded on page 23)

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## New Books on the Sport Shelf

**PROGRESSIVE BASKETBALL.** By Everett S. Dean. Illustrated—photographs and diagrams. Calif.: Stanford University. \$3.

**A** BOOK by Everett S. Dean merits the consideration of every basketball coach interested in sound fundamentals and clever, solidly organized patterns of offense and defense. In *Progressive Basketball*, the coach of the Stanford University N.C.A.A. champions concentrates on his own philosophy of coaching and coaching system.

Every coach can profit by reading the first chapter, "Coaching Philosophies." The philosophies of nineteen well-known coaches are presented, as well as Dean's intelligent views on the subject. To my knowledge, more information on this subject is given in this chapter than in any other athletic book. The chapter stresses the importance of having a clear and definite philosophy and emphasizes "essential things first."

The second chapter, "Coaching Methods," covers coaching and teaching rules, with special consideration to the laws of learning. The largest number of psychological and physiological basketball tests ever presented in one book appear in this chapter. Many of these, while unique, are very practical as teaching aids. Charts, graphs, and statistics are also presented as motivating devices for teaching.

In the third chapter, the reader will find the outdoor training program used at Stanford. There is also considerable discussion on diet, training, classification of foods and their functions, and pre-game and post-game meals.

The next chapter on offensive fundamentals is profusely illustrated with form pictures and diagrams of fundamental drills. Lengthy discussions on ball-handling, passing, shooting, footwork, fakes and feints, screens, body balance and jumping, accompanied with pictures and diagrams, make for a highly informative treatise.

The Stanford offense is illustrated with pictures and diagrams in the sixth chapter. The five steps in the development of the fast-break Stanford offense are outlined clearly and progressively. Other offenses diagrammed and explained are the three-man figure 8, the zone offense, and an offense against pressing defenses. These offenses are soundly constructed and suitable for high school and college teams.

Two chapters on defense embrace both individual and team fundamentals and drills. Coach Dean discusses defensive strategy and gives his rea-

sons for adopting a variety of defenses.

The ninth chapter presents a discussion of offensive and defensive strategy; while in the final chapter, you will find a daily practice schedule that has been lifted from the Stanford practice logbook. This schedule shows the amount of time allotted to fundamentals, team organization, and scrimmage.

Many good pointers are brought out on tournament play with regard to managing a tournament team, offenses and defenses for tourney play, and many other tournament problems. The chapter is concluded with comments on scouting and research.

Because this book encourages high standards of leadership and sound scientific coaching methods, I believe it is a real contribution to the coaching profession.

BRANCH MCCrackEN  
Coach, Indiana University

### Clair Bee Library

**THE SCIENCE OF COACHING. DRILLS AND FUNDAMENTALS. MAN-TO-MAN DEFENSE AND ATTACK. ZONE DEFENSE AND ATTACK.** By Clair Bee. Pp. 144 (each). Illustrated—photographs and diagrams. New York: A. S. Barnes & Co. \$1 (each).

**W**HEN Clair the busy Apoidea-Bee, to you—gets started on basketball, there's no stopping the man. Last summer he sat down to write a book and before you could say Strzykalski of Marquette, he had dashed off four. In fact, we understand, he had to be blasted away from the typewriter.

All this is basketball's gain. For they don't come any brighter than the coach of the fabulously successful Long Island University teams. He is that *rara avis*—a shrewd, imaginative, open-minded coach with wonderful powers of articulation.

All—well, practically all, he knows about basketball is compounded into these four volumes.

*The Science of Basketball* is designed to aid coaches in meeting specific teaching problems and to develop a working code of basketball principles. After outlining the various offensive and defensive styles, Bee alights on actual methods of coaching.

He expounds a comprehensive set of teaching principles, including an outline for a basketball clinic; then explains how to choose the squad. Conditioning and training next occupies his attention, then follows practice and coaching methods. Particularly valuable here is a sample practice schedule.

In the final section of this book, Bee really gives with the honey. He shows you how to build your offense and defense, covering all the basic essentials. A final, extensive chapter covers game strategy and tactics.

Bee's second volume, *Drills and Fundamentals*, provides the coach with a complete set of offensive and defensive drills and fundamentals. The drills, which may be applied to the individual or to the team, have been designed to keep the practice period moving.

Wherever possible, they approximate game conditions. Particular stress is placed upon two- and three-man plays, as practically every score develops from one of these situations. Several pre-game and warmup exercises are included which combine spectator appeal and valuable preliminary work on passing, shooting, and cutting.

Also covered in this book are the fundamentals of offense and defense, including coordination, footwork, feinting, cutting, passing, dribbling, and shooting. All this fundamental instruction is nicely blended with drills for the development of same.

*Man-to-Man Defense and Attack* is the keybook of the library. It deals expressly with the man-to-man defense, the variations which have developed therefrom, and various attacking formations or styles of play against each defense.

Team methods of shifting, switching, sliding, and floating are discussed and outlined against certain attacks and in particular situations. Considerable attention is paid to defenses against individual high scorers, exceptionally tall pivot players, a dangerous quick break, and other unusual attacking threats.

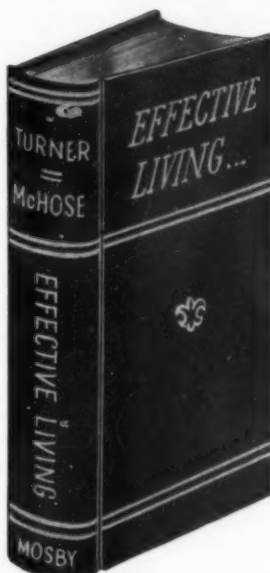
Offensive styles presented include, among others, single and double posts, single and double pivots, combinations, and screening. Bee believes that a team may satisfactorily employ a number of defenses. This is based upon the premise that the players will first be grounded in man-to-man fundamentals. Over the past five years, his own teams have blended six defenses.

This book alone contains 194 unusually fine diagrams, and is worth its price several times over.

The fourth text, *The Zone Defense and Attack*, is sure to find a welcome spot in the libraries of the coaching profession. Judging from our mail the past six basketball seasons, the zone has been baffling the masterminds. They keep asking us for books on the zone and how to combat it.

Well, here is a book that should serve the purpose beautifully. It is perhaps the first to deal exclusively with zone defense. The strength, the weakness, and the player requirements of the basic zones and their variations are discussed herein. Among the basic zones completely

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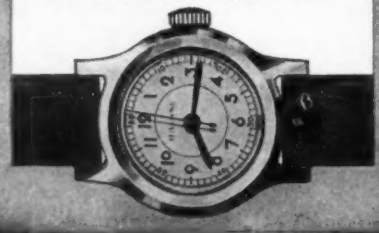
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outlined are the 3-2, 2-3, and 2-1-2. The variations include the 1-3-1, the 2-2-1, the 1-2-2, and the 3-1-1. Bee gives the principles of all these defenses and then goes on to show you how to attack them.

Each volume is lavishly illustrated with progressive action pictures, individual shots, and a voluminous assortment of diagrams. Bee's literary style will not make Hemingway or Lewis look to their laurels — thank God. In his books you definitely get the feel that it is a coach—a highly intelligent, articulate coach—who is talking, not a man who makes his living out of coining high-falutin' phrases.

Bee is admirably qualified for writing basketball textbooks. Although his teams are known far and wide for their shooting proclivities, they are among the most versatile extant. They can pass and maneuver with the best of them.

Bee is also a master at designing special offenses and defenses. Dogmatic is just the word that least describes him. Imaginative though he is, he keeps an open mind on the subject of basketball. He'll use anything that will work, no matter whose idea it is.

The combination of swell diagrams, intelligent planning and thoroughness, excellent pictures, and good coaching talk makes for a superb collection of coaching texts.

**HOW TO BE FIT.** By Robert Kiphuth. Pp. 131. Illustrated—photographs. New Haven, Conn.: Yale University Press. \$2.

**BOB KIPHUTH**, who knows as much about conditioning as the next fellow, having specialized in the art at Yale for 29 years and served as coach of the U. S. swimming team through several Olympics, offers the fruits of his vast experience in this attractive, compactly-organized text.

With over 300 clear photographs and concise explanatory text, he outlines an exercise regimen which may be adopted with benefit by individual and group leader alike.

The exercises are concerned largely with the development of the big muscles of the trunk; they include a good deal of bending forward to flex the trunk and to strengthen the long back muscles and the spine, the hip joint flexors, and the abdominal muscles.

Other exercises stretch the muscles of the front of the body, the chest, the hip joints, and the lateral muscles of the trunk; and still others raise the ribs and deal with posture so that movements in the upright position are coordinated and the body moves and stands with a minimum expenditure of energy.

Finally, there are rapid movements involving many of the big muscle groups which greatly stimulate circulation and respiration.

**CONVERSE 1941-42 BASKETBALL YEAR BOOK.** Pp. 50. Illustrated—photographs and diagrams. Malden, Mass.: Converse Rubber Co. Free.

**CONVERSE'S** 21st annual year book is an eye-filling mine of technical and general basketball information which every coach should have—and which he'll probably take steps to do since it is absolutely free.

From a strictly coaching standpoint, the contents of most value are five splendid technical articles by championships coaches. The authors include: Marion Crawley, Washington, Ind., High School state champions; Richard "Dyke" Raese, West Virginia University Intercollegiate Tournament winners; Everett Dean, Stanford N.C.A.A. champions; Paul Sykes, Durham, N. C., High School state champions; and Howard Hobson, University of Oregon.

In addition to this technical material, there are numerous articles of a more general nature, "Chuck" Taylor's 1942 all-America, and a large assortment of high school and college team pictures.

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**CURRICULUM PROBLEMS IN HEALTH AND PHYSICAL EDUCATION.** By Vaughn S. Blanchard. Pp. 128. New York: A. S. Barnes & Co. \$1.50.

**IN THIS** timely text, the author, who is director of health and physical education of the Detroit Public Schools and Wayne University, presents the fundamental problems of curriculum construction and how they may be met.

The first part of the book serves as a basis for a consideration of guiding principles in curriculum construction in health and physical education. These principles deal explicitly with the more detailed problems as they exist within the school and more particularly within the physical education plant.

Then the author gives a detailed study of the units of learning experiences (objectives, activities, teaching procedures, and outcomes); and the significance of teacher education in the development of curricula. Finally, some thought has been given to future trends in health and physical education.

**TOUCH FOOTBALL.** By Lieutenant Colonel John V. Grombach. Pp. 82. Illustrated—photographs, drawings, and diagrams. New York: A. S. Barnes & Co. \$1.

**IF TOUCH** football needed any symbol of official recognition as a sport, this is it—the first real book devoted entirely to the touch offspring of football.

Lieutenant Colonel Grombach

covers his field in traditional text fashion. He presents an interesting history of football, and outlines fundamentals, principles of offense and defense, and strategy and tactics.

In order to make the book as complete as possible, especially for our armed forces, the author offers several rules codes, namely: The U.S. Army rules, the official code of the National Recreation Association, Yale University's rules, and the abridged rules in the War Department Technical Manual.

The book is illustrated with many free-line drawings based on progressive action pictures, diagrams, and photographs, for which the 1942 Fordham University team posed.

**TEACHING ATHLETIC SKILLS IN PHYSICAL EDUCATION.** By Henry C. Crane. Pp. 236. Illustrated—diagrams. New York: Inor Publishing Co. \$2.75.

**B**ASED upon sound educational principles and 15 years of practical teaching experience in secondary school physical education, Mr. Crane's volume well merits a niche in the working library of every school physical educator.

Mr. Crane, who is a physical education instructor in the Mount Vernon, N.Y., schools, believes that many weaknesses in our sports programs can be traced primarily to two

things: (a) a dearth of properly selected and organized activities for use in teaching the fundamental athletic skills and (b) a lack on the part of teachers of sound techniques for teaching the skills.

The first part of the book deals with the teaching program. It (1) reviews the modern philosophy of physical education, (2) analyzes the problems that confront the instructor in teaching athletic skills, (3) expounds the basic principles of education, (4) applies these principles to the teaching problem, and (5) develops techniques for the teaching of the skills.

The author clearly and simply describes how to handle the class, present material, organize the students, and select and organize the activities.

From here, he goes on to give about 215 competitive skill activities.

**PHYSICAL CONDITIONING.** By George T. Stafford and Ray O. Duncan. Pp. 110. Illustrated—drawings. New York: A. S. Barnes & Co. \$1.

**T**HIS book is primarily intended for the conditioning of aspiring athletes, but can be used to advantage with general groups as well.

The exercises have been arranged to meet the specific needs of each sport. There are special exercises for baseball, basketball, boxing, football, gymnastics, swimming, track, weight lifting and wrestling.

Another group of exercises which cover all parts of the body, is offered for general classes of men or boys. The last section of the book is devoted to special exercises for women.

Each exercise is illustrated with neat free-line drawings and outlined very clearly in the accompanying text.

**TEAM SPORTS FOR WOMEN** (Revised). By Alice W. Frymir and Marjorie W. Hillas. Pp. 205. Illustrated—diagrams. New York: A. S. Barnes & Co. \$2.50.

**T**HE TWO famous authorities on women's sports have revised their comprehensive text to conform with the latest rules and technical changes in all the six sports covered, namely: Basketball, hockey, soccer, softball, speedball, and volleyball. Additional chapters cover coaching methods, officiating, and, something new, "Streamlined Sports."

The book analyzes the techniques of the six sports under these subheadings: Individual technique, offensive individual play, defensive individual play, offensive team tactics, defensive team tactics, players and their positions, sample examinations, and selected references.

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## NATIONAL FEDERATION NEWS

(Continued from page 17)

health. Under his administration, the state organization has stood steadfastly by a program of clean sports and high morale. The foundation has been one of sports direction rather than sports promotion, a policy which has contributed immeasurably to the welfare of the entire school system. The Board of Control has chosen Superintendent H. R. Peterson, of Albert Lea, as Mr. Smith's successor.

**Virginia:** Past-secretary C.H. Kauffman has accepted a new position with the University of Virginia and J. N. G. Finley has been appointed to succeed him as executive secretary of the state high school literary and athletic league.

**Nevada:** Secretary George E. McCracken, former superintendent at Fallon, is now connected with the state department of education at Carson City. The Las Vegas and Boulder City boom growing out of the mammoth new magnesium plant is creating many athletic and general school problems in a state where transportation problems are man-sized headaches.

**Kentucky:** A referendum vote authorizes the Board to double the number of district (first round) basketball tournaments to reduce travel, and to hold four sub-state tournaments.

**California:** At a recent meeting of the Council of the California Federa-

tion, the following resolution of policy was passed:

"(1) We reaffirm our previously expressed point of view that a continual program of vigorous competitive athletics is essential and valuable to the successful prosecution of war, and that an interscholastic athletic program is a means of maintaining morale.

"(2) We believe in interscholastic athletics and believe that they should be carried on where that can be done without conflicting with the restrictions of the Federal Government.

"(3) We believe that an interscholastic athletic program is an incentive for keeping up interest in the intramural program.

"(4) Since it may not be possible to carry on a full interscholastic athletic program during the war emergency, we favor increased emphasis on intramural athletics in order to secure larger and greater participation in the athletic program.

"(5) With this increased emphasis on an intramural athletic program and the possible decrease of interscholastic athletics, districts should aid in the financing of athletic suits and equipment."

**Indiana:** Highlights of the coaches' association resolution regarding the use of tires and gas for transporting teams:

Rationing of rubber and gasoline is ordered because of an all-out effort to prosecute the war. We whole-heartedly endorse this effort and pledge

ourselves to match the efforts of any group...

We point with pride to the long lines of young men recently in high schools and colleges who are storming the doors of the recruiting offices of all branches of the service...

We maintain that the will to win is a direct product of the American tradition of playing games to win... That is the type of boy that fighting forces require. That is the reason for lowering the draft age to 18 years...

But what about those boys under 18 years? Will the services require their presence in another year? And what about the following year? And the next? Will the services want the boys with that will to win that comes from athletic competition?

... If we win this war we will have to come from behind to do it. The enemy scored heavily at the very beginning. Cutting off our rubber supply was the heaviest blow of all. Will we have to scrap our athletic games when these games are the very instruments of basic training for our future fighting men who will be called upon finally to carry the ball over the goal line of victory?

Refusal of permission to transport athletic teams—not spectators—is regarded by vote of our association not to be in the interest of final victory in this war...

We sincerely believe that your efforts to gain this permission (to transport teams) will be regarded as a patriotic service. We believe that you will help the coaches of America and the directors of American youth to continue to turn out fighting men.

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## Individual Defense

(Continued from page 10)

basket, the guard should run along with him until he reaches the scoring area and begins his jump for the shot. The guard should jump with him and strike at the ball as it leaves his hands.

By striking with the far hand, the guard may avoid body contact. At the same time, the resulting cross-body movement effectively shuts out the shooter and gives the defender complete control over the rebound.

Most dribblers possess a good change of direction and a good change of pace. In the interests of safety, the guard should always remember to concentrate on the dribbler first and the ball last.

### Guarding a pivot scorer

Pivot players use either moving or set tactics for their shots. Most of them deliberately set up on the outside of the free-throw lane under the basket or at the juncture of the lane and the free-throw circle. They use their weight to prevent being forced away from the basket. Usually they specialize in one or two shots.

Other pivots float around until they gain a good shooting angle. They cut from side to side, pivoting, turning, and making sudden starts and stops.

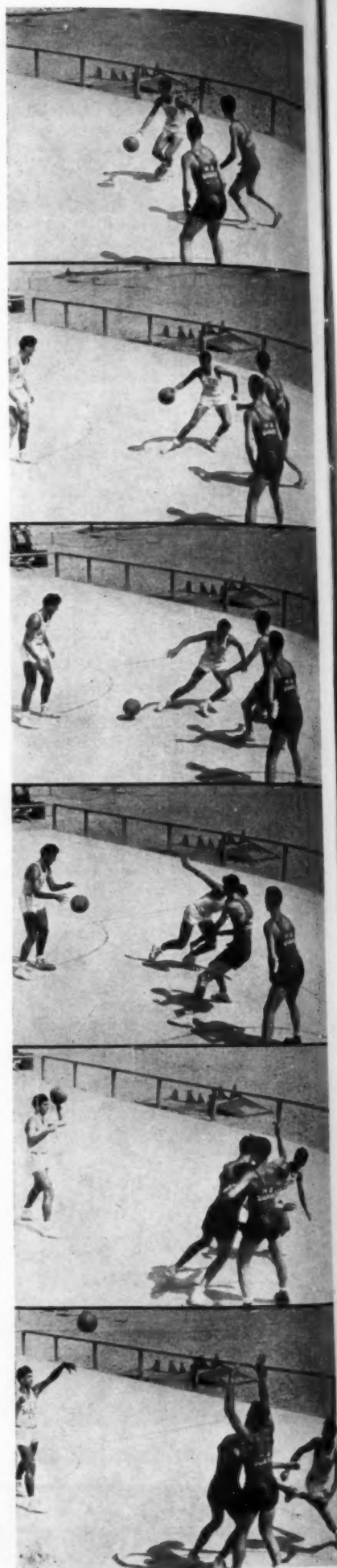
The guard must determine his man's mode of attack and devise a plan to meet it. He should never play directly behind the stationary pivot. A side position should be taken and the hands kept constantly moving in an effort to drive him out of position. Shifting from side to side with the movement of the ball is recommended.

Sometimes such pivots can be played from directly in front. But this is dangerous. Once the pivot gets the ball, it is a sure two-pointer.

A floating pivot player should not be played from the side or from the front. The intelligent guard blocks his path as much as possible and sticks between him and the basket.

Special defensive measures are imperative if the guard is unable to cope successfully with an exceptionally strong pivot man. The use of floating tactics, sandwiching, or even a zone may be required.

**Give-and-Go:** The ball-handler dribbles toward the center. At the right moment, he pushes a pass to his teammate and cuts around toward the basket, running his man into the receiver's guard.



### Guarding a cutter

The first few minutes of defensive play should be devoted to a study of the opponent's tactics. Is he fast, slow, shifty? Does he cut to the right, left, under the basket, or merely back and forth in the rear court? Does he dribble to the right, left, or is he ambidextrous?

If the opponent can only go to his right, it may be possible to over-shift a little to discourage his cutting. Many hard-driving cutters are too fast for their own good. They move so fast under the basket that they can neither catch the ball nor, when they do, make a good shot.

It is far better to give these fellows rein than it is to try to keep up with them and check a shot that will rarely be successful. At the same time it is unwise to relax against a retreating cutter; he may notice this defensive lapse, reverse direction, and catch the guard napping.

Most cutters are eager to have the guard play them closely so that they can outrun them. It is wise to give such men plenty of room.

### Switching

Switching involves considerable practice and coaching. The essential thing to remember is that it must be decisive. The least hesitation spells disaster.

When used in man-to-man defense, the responsibility for the switch usually rests with the player nearest the basket since he is in position to anticipate the block. He signals the shift of opponents by yelling "Switch!"

Many coaches prohibit switching unless the play involves the ball. Let us suppose a man is guarding a pivot player. The ball is whipped into the pivot and a cutter comes driving by. The guard sticks to the pivot opponent unless he passes the ball, in which case he shifts to the cutter.

In the so-called screen-switch defense, the guards are supposed to switch whenever opponents cross. Otherwise each defensive man plays his opponent man-to-man. Here again the switch requires decisiveness to be effective.

Against man-to-man teams, a smart attacking five frequently will force a switch to oppose a slow opponent with a speedy teammate. To counter this, the defense should be instructed always to switch back to their original men as quickly as possible.

A final precautionary word on switching: Warn your boys not to switch too soon. A premature switch is usually as bad as no switch at all.

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# Coaches' Corner



Illustrated by Kate "Deadshot" Tracy

If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

**Only from a Dodger rooter** would you expect such a crack. Actually, however, the culprit was an effete Bostonian, of all people. Scene: Half time during the Chicago Bears-Army All-Star game. After introducing Liudmila Pavlichenko, female Soviet sniper credited with 309 Nazis, the announcer called on one of her countrymen, a sharpshooter who "got 150 Nazis with 152 bullets." From the bleachers floated the voice of a Dodgerite-in-heart: "What ja do with the other two bullets, ya bum ya!"

**The big-muscled weak-minded full-back** was bragging to his coach: "Say, Coach, did you see me cross the goal line five times that half?"

"Yeah, you nitwit," retorts Coach. "But the only time it counts is when you have the ball."

"Darn it," mutters the moron. "Every year, new rules."

**Everybody's in the scrap**, even 74-year-old Pudge Heffelfinger, all-time Yale guard. Last month the man-mangler of yesteryear relinquished one of his most cherished possessions to the scrap drive—a 56-inch 25-pound high-wheeled bike which Pudge bought for \$142 in 1886, while serving as prexy of the Yale Bicycle Club.

**The great fighter**, Philadelphia Jack O'Brien, who passed away last month, was noted, among other things, for his magnificent uppercuts of the English language. He had a literary style all his own. There was the explanation of his defeat by Stanley Ketchel. After jabbing Ketchel's head off for most of the fight, O'Brien forgot to duck one and wound up on his latis-simus dorsi. Said Jack after being carried to his corner: "I knew of his tumultuous ferocity but I had conjectured I could jab his puss off."

**Scoring two touchdowns** before an opponent touched the ball was the unusual feat turned in this fall by Athletic Director Wadleigh W. Woods' Pebble Hill Country Day School six-man team of DeWitt, N. Y. The victim was the Harley School of Rochester.

"Harley kicked off and Pebble Hill scored a touchdown in three plays. Harley then elected to receive and the short kickoff was recovered by a Pebble Hill man before Harley could lay a hand on it. In four running plays Pebble Hill scored another touchdown. Two touchdowns in seven plays without an opponent touching the ball! Final score: Pebble Hill 54, Harley 6."

**According to Coach J. P. Sumpter** the Swayzee, Ind., basketball season has been successfully launched on a patriotic note. A record-breaking crowd turned out to root for the home team against Somerset.

"Swayzee won, 23-19, but that is unimportant, because at the rest period a basketball (and an old one at that) was auctioned off to the highest bidder in war bonds. The ball brought \$225 or three \$100 bonds."

Why can't we all try something similar two or three times during the season?

**For the past 14 years** line-coach Howard A. Weber has been taping the fighting Freeport, Ill., gridiron teams. Came a day recently when a halfback limped in to have his right knee bandaged before going out to practice. Coach Weber did a thorough, workmanlike job, turned the boy loose, and went on to treat two or three other cases. In a few minutes the boy with the game knee limped back. "Look, Coach, you taped the wrong knee!" After this Coach Weber plans to use the Red Cross method of marking the injured member with lipstick.

**If war-plant workers** are overrunning your town and housing facilities are difficult to find, you might follow the example of Coach B. G. Whisler of Illiopolis, Ill. Unable to find a house, he moved his trailer to the school grounds and set up a home for the duration.

**A plastic medal** is in order for Phil Dienoff, athletic director, Garfield High School, Akron, Ohio. "I was officiating a high school game in which one of the stars was injured. I motioned his coach onto the field. He ran up to his prostrated star and yelled, 'Get up! walk around! don't you know our next week's opponent is scouting us!'"

**Athletic director Clarence Bartholmew** of Bristol, Pa., coaches the track team as part of his duties. Last spring one of the spectators unfortunately was struck squarely in the back by a 12-pound shot. The injured boy was rushed to a hospital where two elderly nurses began their examination, inquiring as to the nature of the accident. Said Coach Bartholmew, "This boy was hit in the back with a shot."

When the wounded spot was uncovered, one of the nurses began feeling around, pressing here and there. Finally she turned to the coach and said very seriously, "Do you think it is still in there?" After he had regained control of himself, Bartholmew was able to explain that the "shot" was an iron ball, so big (with gestures), that weighed twelve pounds.

**In 1936 at the request** of the Mexican government the United States sent a baseball team on an eight-weeks' tour of Mexico to popularize our national pastime. The coach of that team was "Pooch" Curry, now assistant sales manager of the Converse Rubber Company.

Curry is perhaps the only man who ever caught three games on the same day in an organized league. In 1921

the Michigan-Ontario League came down to the last day of the season with four teams tied for first place. Curry's team was scheduled to play a double-header in the final wind-up, but had been rained out on the previous day. To determine the championship, all three games had to be played.

"We started the postponed game at 10:30 in the morning. After battling for 15 innings we lost, 5-4. By that time it was 1:15, and we still had our regularly scheduled double-header to play! We didn't change clothes and took only enough time to grab hurried eats at the clubhouse. The fans for the most part stayed right in the ball park. They wanted to get their money's worth, I guess. The second game started at 2:00 and we lost that one by the same score, 5-4. Long after sundown we finished the third game. We lost that one, too. You guessed it—5-4! Thus ended one of the longest days of baseball on record. In the span of a few hours we had dropped from a tie for first to fifth place. That's one for Ripley."

Did you see the cartoon (in *Collier's*, we believe) depicting a coach explaining a diagram to his hopefuls: "Now this play is slightly illegal—so the fullback blocks out the referee so's he can't see it!" Ever since we saw Artist Lawrence Lariar's drawing we have been wondering if that wasn't the play the freshmen pulled on us the last game we worked for them.

One of the best of the current crop of Chicago football teams, Austin High School, has contributed six of its members and end coach Patrick Naughton to the Army Air Corps. The prospective cadets are: ends, Pete Papas and Harold Schecter; half-backs, Dick Arado and Dave Levitt; center and co-captain, Bob Thomas; and tackle and co-captain, Earl Mahoney.

Year after year Coach Herb Cormack of Iowa City comes up with a fine team that is rated one of the best in his state, where he is considered a second Paul Brown. Coach Cormack's lightest player this year was a 155-pound end, Jim Bierman, who was as good a player as anyone could want. Incidentally, his dad, coach Bernie Bierman of the Iowa Seahawks, is supposed to know something about the game, too.

The little town of Lancaster, Wis., has been in the papers more in the past three months than in all its previous history. The reason is simple, Dave Schreiner, stellar end for the Badgers, and Mark Hoskins, stalwart backfield ace, who have contributed much to Wisconsin's spectacular success, were graduated from the same class at Lancaster.

Basketball is with us again, so to one and all a Merry Christmas and "Good Shootin'."

BILL WOOD

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# HOW TO MANAGE YOUR MANAGERS

By Lloyd E. Flaitz

Lloyd E. Flaitz, football coach at Rutland, Vt., High School, submits a method of selecting managers for varsity sports based on the merit system.

**A**LTHOUGH student managers have become an indispensable part of our varsity sports set-ups, it is surprising how many schools as yet have no concrete system of selecting and organizing this valuable volunteer service corps.

The job of manning the managerial staff has been left to the coach, and this usually overworked administrator hasn't had the time to figure out a permanent and sound system. The results generally have been satisfactory to neither the students nor the coaches. Boys have become discouraged and dropped out and the coaches have been getting inferior service.

It was to remedy this situation that Rutland High School's Varsity Club, under the direction of the writer, set out to devise a practical system of selecting managers. The first step was the appointment of a committee by the president of the Club to investigate the methods of other schools. The findings were presented to the Club members at their bi-monthly meetings.

Every phase of the reports was constructively criticized to determine which were applicable to our needs. After a year of careful planning, the following system was put into operation. Founded in a democratic way and based on the merit system, it has proven very satisfactory both from the athletic and the educational standpoint.

The system originates with the teachers who have freshmen either in homerooms or classes. They are asked to submit a list of boys who they think have the necessary qualifications for managerial service. Their choices are based on character, dependability and scholarship.

The list is submitted to the faculty adviser and the president of the Varsity Club in April. By this time the freshmen have had an opportunity to adjust themselves to their new environment and to have shown their teachers what sort of students they are.

The candidates are then called to a meeting where the system and its objectives are explained in detail, as well as the duties of the three grades of managers—scrub, assistant, head. They are given an opportunity to express their first and sec-

ond sports choices, but are urged to select the sports in which they are most interested.

The selections in each sport are made by a committee comprised of the manager of the sport, the captain, the coach, the athletic director, and the principal or some interested faculty member. The final staff lines up as follows:

**Football:** Scrub Managers (Sophomores), 4; Assistant Managers (Juniors), 2; Manager (Senior), 1.

**Basketball:** Same as for football, but with only 3 Scrub Managers.

**Baseball:** Scrubs (Freshmen), 4; Assistant Managers (Sophomores), 2; Manager (Junior), 1.

**Track:** Same as for baseball.

As you see, whereas in the fall and winter sports the staff works up from sophomores to seniors, in the spring sports the scrubs are freshmen, the assistant managers sophomores, and the manager a junior.

From an academic standpoint, this is advisable. In his senior year a boy is too occupied with the many activities related to his June graduation to give freely of his time to managerial duties. Having freshmen on the staff works to little disadvantage as by spring they have had time to orient themselves.

The system allows for two awards. The scrubs and assistants are given class numerals, provided they have rendered satisfactory service, and the manager of each sport is awarded a varsity letter and sweater.

The benefits of this system may be listed as follows:

1. It is systematic, simple to install, and based on merit.
2. It gives the interested but non-athletic type of boy a real chance to engage actively in the school athletic program.
3. It makes for a more efficient manager.
4. By relieving the coach of many minor details, it affords him additional time for actual coaching.
5. Visiting teams, school officials, etc., leave with a good impression of your school activities.
6. Efficient managerial service has a good influence on the members of the teams.

This is what the system has done for Rutland. It is offered here as a pattern for other schools. Before adopting any system, however, a school should analyze its particular needs and fit the system to them.

# NEW EQUIPMENT

## Jousting Test

A new set of athletic apparatus called the Tip-Pe-Co-Noo Jousting Set is being introduced by the McGraw Box Co. It consists of two jousting boards and two lances. Each jousting board is a disc 18 in. in diameter mounted on rockers crossed at right angles so that the board will rock freely in any direction. The lance is a wood shaft 44 in. long, padded at one end and jacketed with DuPont Fabrikoid. A player attempts to force his opponent off balance so that he must touch the floor with foot or lance. The sport requires but small floor areas and enables the players to work up a good sweat in about five minutes.

## Victory Corps Insignia

The Champion Knitwear Co. is featuring a complete line of insignia for the ever-increasing High School Victory Corps that are springing up over the country. There is a Champcraft emblem for each of six Corps' divisions: General Membership, and Production, Community, Land, Air, and Sea service divisions. The General Membership emblem is made of satin finish coated fabric; the others of simulated felt effect, in red, white and blue. Along with these items Champion is carrying the approved official Corps' caps. These are designed in overseas style, are gray in color and come in three sizes—small, medium, large.



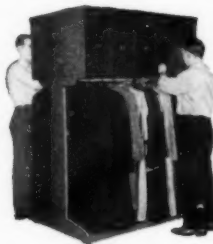
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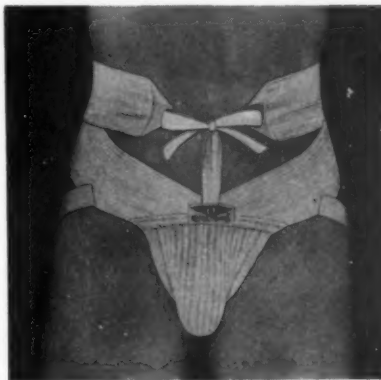


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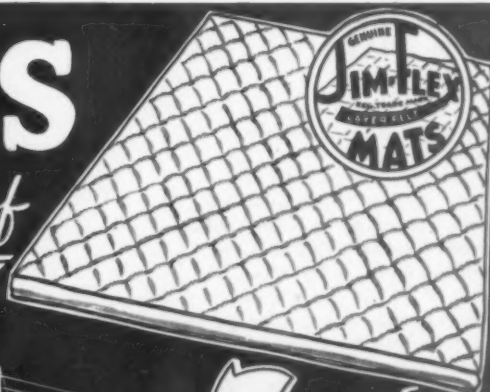
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## Here Below

(Continued from page 5)

inevitably curtail travel for inter-scholastic and intercollegiate athletics. While military authorities wish the schools and colleges to continue and even expand athletics, they obviously cannot guarantee travel or equipment.

### Health education problems

Health education is also an integral part of the Victory Corps program. It was pointed out during the Institute that this war-time emphasis on sound health as a basic requirement for effectiveness in war service or industrial and community activities, is consistent with modern educational philosophy.

Its practical application, however, will require increasing attention to planning complete school health programs, to securing specially trained health educators, and to coordinating school health programs with the efforts of parents, health departments and other community groups concerned with the health and welfare of youth.

**Correction of Remediable Defects.** Freedom from certain physical impairments or defects is essential for effective service in the armed forces and for the highest efficiency in industry, agriculture and community service. By having remediable defects corrected during school and college years, the load of medical service in the armed forces will be reduced and one factor slowing up production through lost time will be eliminated.

It is essential to give particular attention to the correction of visual and dental defects, as these are the conditions which most frequently prevent complete military activity. Students themselves may play an active part in making arrangements for corrections, and, if necessary, may earn the money needed for doing the work. Prevention of eye-strain through attention to proper lighting and seating is urged.

**Prevention of Communicable Diseases.** The prevention of communicable diseases depends partly on education regarding the causes of disease, how they are spread, and how they must be prevented. Respiratory diseases, including the common cold, should receive careful attention in health education because of their importance to adolescents.

Tuberculosis should be included in all high school health education. Students can collect facts about this

disease from state or community agencies, learn the value of tuberculin tests and X-rays, variations in incidence in different occupations and plan with administrators, teachers and health authorities for adequate prevention and control measures in their own school and community.

Depending somewhat on local conditions, a study of the following communicable diseases should be included in the high school program: malaria, smallpox, gonorrhea, syphilis, pneumonia.

**Other Aspects.** Nutrition, prevention and emergency care of accidents, home care of the sick, home hygiene, a daily routine for healthful living, and help in developing sound mental attitudes, are other important aspects of the Victory Corps health education program.

Experiences in all those areas should provide for both boys and girls, for it is important that they not only have an understanding of the factors which contribute to good health but also an active part in working for the improvement of their own health and that of others.

Some experience may be provided in conjunction with biology, physical education, home economics and other courses, but these should be considered supplemental to special health education courses taught, where possible, by teachers with special preparation in health education.

**Administrative Responsibility.** Several men at the Institute emphasized the need for administrative action to provide the essential organization for planning and carrying out complete health education programs. These administrative adjustments will be minor in institutions which already have well-functioning programs, but will be considerable in others where health education has not been given due consideration.

What is everyone's business soon becomes no-one's business. In each school one person, especially qualified in health education, should be given the responsibility for coordinating all school health activities and for relating them to other health activities in the community. This person should be assisted by a school health committee.

In small schools this committee may be the whole faculty plus student leaders and representatives of parent organizations. In urban

schools the committee may be large and elaborate.

**Health Personnel.** The best trained persons on each faculty should devote their time to the problem. Ideally these persons should have preparation in health education. Where this is impossible, those teachers who are given responsibilities for health education should obtain special preparation as soon as possible.

In-service training may be used to help them with immediate problems. School medical advisers, school nurses and teachers must cooperate in finding the health problems of students and helping find solutions for them.

**Time Allotment.** A minimum of five periods per week for one semester in the ninth or tenth grade, a similar amount of time in the twelfth grade, and at least 30 hours of functional health instruction on the college level is essential. This teaching should be supplemented with additional health education in conjunction with other subjects. Each health education course should be given credit equivalent to that given for other studies.

Cumulative health records for students should be kept and used.

### Problem of federal control

While it was made clear that the program of the Office of Education was merely suggested as a guide and was not being imposed from the top, there were two distinct reactions to this clarification. In spite of reassurances, some fear was expressed that the federal government was trying to dictate what to teach.

On the other hand, strange as it may seem, a majority of the delegates wanted some individual or agency in Washington, the Army or Navy, the Office of Education or even the President, to compel schools and colleges to require physical education at least an hour daily for all students from the first grade through college.

Some delegates expressed concern over the relationship of this program to existing programs, particularly those now operating effectively under the New York State War Council. It was agreed that there should be no conflict, that these programs should either supplement each other or actually merge. There is no desire or intention to supplant programs that are now functioning effectively.

In conclusion it can be stated that the effectiveness of the conference doubtless would have been much greater had more administrators been able to attend.

**Among the conclusions reached at the Cincinnati Institute, W. K. Streit, local chairman, were:**

1. If we must present this program voluntarily, the directive should come from Washington.

2. It was felt that the voluntary military training included in the Victory Corps might be interpreted by some school men as a substitute for physical education. The military men present strongly opposed school military training.

3. It was felt that the manual should carry more material on safety precautions for some of the activities. The question of liability also was raised.

4. If ways and means can be found to maintain them, athletics should not be curtailed for want of transportation.

5. It was felt that there would be a definite shortage of teachers for the program next year and a number of solutions were offered.

6. There is some indication that school boards are now contemplating a 12-month school year with staggered vacations for pupils and teachers.

7. Are teachers of other high school subjects expected to aid with the physical fitness and health program?

8. Some believed that high school instructors should handle the activity classes in military fashion, especially

in regard to tactics, discipline, and formatives.

9. Should we give consideration to industrial needs as well as military needs? What are some of the industrial physical skills we can aid in developing?

10. How can we keep the 16-year olds in school? If they quit to enter industry should we forget them?

11. If the program is put on a voluntary basis, a number of schools might not participate.

12. A greater effort should be made to secure attendance of school superintendents and principals at the institutes. Physical education people do not need to be sold on their program.

**At the Boston Institute** conducted by Nelson S. Walke, local chairman, the consensus of the 400 registrants was that varsity sports should be continued and that to provide five periods of physical education a week, some of the other courses should be pruned.

Another question raised was that of having a sufficient number of men carry on this physical fitness program in our secondary schools.

The group felt that since the government was promoting this idea, it might be desirable to defer enough men of draft age to carry on this work. The group felt that women substitutes could not successfully take over the high school physical education programs.

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- ☐ Information on Emblems  
and Caps

### CONVERSE RUBBER (6)

- ☐ Catalog, Basketball  
Shoes  
☐ Basketball Year Book

### EVERETT DEAN (20)

- ☐ Information on Basket-  
ball Text

### DENVER CHEMICAL (17)

- ☐ Handbook, "Athletic  
Injuries"

### FULD BROS. (28)

- ☐ Sample, "Anti-fect" (for  
Athlete's Foot)

### P. GOLDSMITH (4)

- ☐ Catalog

### HILLYARD SALES (23)

- ☐ Catalog on Floor Treat-  
ment and Maintenance

- ☐ Basketball Chart and  
Score Board

### HUNTINGTON LABS. (3)

- ☐ New Basketball Coaches  
Digest

### RICHARD M. JOHNSON (28)

- ☐ Individual Embroidered  
Name Plate

### KAHNFAST ATHLETIC FABRICS (27)

- ☐ Swatches, Twill-Satins

### KING SPORTSWEAR (2)

- ☐ Information

### LINEN THREAD (See Inside Front Cover)

- ☐ Catalog on Sports Nets

(Numbers in parentheses denote page on which advertisement may be found)

ON PAGE 32 ARE OTHER LISTINGS AND FORM FOR SIGNATURE

## Gym Program

(Continued from page 13)

straight. At the same time, turn head and eyes toward person saluted. Then drop arm to normal position by side in one motion, turning head and eyes to front at same time. Execute first position of salute when six paces from person being saluted. Hold until person saluted has passed or returned salute. Then drop arm.

8. "Mark Time": If on the march, at the command *March!*, which is given as either foot strikes ground, advance and plant the other foot, then bring up rear foot until both heels are on line, and continue cadence by alternately raising and planting each foot. The feet are raised two inches from ground. If in a halt position, at the command *March!*, raise and plant first the left foot, then the right as prescribed before. Mark time may be executed in either quick or double time.

9. "Side Step": Being at a halt, the commands are (1) Right (or Left) Step, (2) March. At the command *March!* place the right foot 12 inches to the right; then place the left foot beside the right with the knee straight. Continue with quick cadence. The Side Step is executed

in quick time from a halt and is for short distances only.

B. *Calisthenics*, 12 minutes. The following are basic exercises taken from the "Physical Fitness Program for High Schools and Colleges, U. S. Naval Training Division, Bureau of Aeronautics." Approximately 50 exercises are prescribed over a period of 12 weeks.

As given here the exercises, unless otherwise indicated, are performed from the attention position. The movement is executed on the italicized words of command. Once the boys familiarize themselves with the exercise, they may perform them to the instructor's cadence (1-2-3-4) as many times as may be desired.

1. Neck Rest! Quickly raise arms to shoulder level, touching fingertips of right hand to those of left behind neck, elbows well back. Return arms to side at Arms downward Stretch!

2. Head backward (forward) Bend! Return to normal position at Head upward Stretch!

3. Hips Firm! Quickly place hands on hips, elbows out to sides, thumbs to rear. Return on Arms downward Stretch!

4. Arms Bend! Quickly place the fingertips at sides of shoulders, el-

bows in, waist flat. Return on Arms downward Stretch!

5. Arms forward Bend! Quickly bend arms at shoulder level, palms parallel to floor, hands in front of chest. Arms downward Stretch!

6. Arms forward (upward, sideways, downward) Swing!

7. Trunk backward Bend! Trunk upward Stretch!

8. Trunk forward Bend! Trunk upward Stretch!

9. Trunk forward and downward Bend! Trunk upward Stretch!

10. Trunk to the left Bend! Trunk upward Stretch!

11. Trunk to the right Bend! Trunk upward Stretch!

12. Crouch sitting Place! Quickly assume deep knee bend position, palms on floor, fingers straight ahead (arms inside knees). Return to position on *Atten—shun!*

13. (From 12) To feet sideways Stretch! Return on Crouch sitting Place!

14. (From 13) Trunk backward, center and forward, Lean!

C. *Emergency Skills*, 16 minutes. The skills in this section are based on actual movements performed in civilian and army life. The section is approached from the ground up. Nature designed certain protective coverings which should be used when falling. Turn or roll, letting the arm and shoulder absorb the shock (close to body). The arms must give.

Have the boys in this part of the lesson plan, practice falling forward, backward, and sideward, breaking the fall with the hands each time.

The main part of the lesson is devoted to rolls. With a good tuck, have the boys do forward and backward rolls, each from a squat and then a standing position. Sideward rolls may be performed forward and backward right and left.

Finally the boys should execute a forward roll in which they finish in a standing position with the right foot crossed in front of the left, following which they take a half turn about to the left and complete a backward roll.

*Dismissal*, 20 minutes (Showers, dress, assembly). The time for taking showers and dressing will vary for different schools.

On a given signal, the group jogs four laps of the gym and returns to spots on floor, where any necessary announcements, such as scores, are given. On the command *Emergency Dismissal!* the group faces right. Squads A, C, E, etc., step to right; the alternate squads to left. The group then marks time.

## SCHOLASTIC COACH MASTER COUPON

(See page 31 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

### MARBA SYSTEM (28)

- ☐ Information on Athletic Equipment Reconditioning

### O'SHEA KNITTING (25)

- ☐ Information on Athletic Wear

### SAFE-PLAY GOGGLE (2)

- ☐ Information on Non-Shatterable Basketball Glasses

### G. McARTHUR & SONS (27)

- ☐ School Towel Plan

### PETERSEN & CO. (19)

- ☐ Catalog on Gym Mats, Football Dummies, Wrestling Mats

### UNIVERSAL BLEACHERS (2)

- ☐ Catalog

### C. V. MOSBY (19)

- ☐ Sports Books List

### U. S. RUBBER (1)

- ☐ "Blocking, Tackling, Ball-Carrying" by Frank Leahy  
How Many?

### NAT. SPORTS EQUIP. (29)

- ☐ Catalogs: Bases, Mats, Rings, Training Bags

### JULES RACINE (20)

- ☐ New Sports Timer Catalog

### VOIT RUBBER CO. (30)

- ☐ Catalog on Rubber Balls

### O. C. MFG. (29)

- ☐ Information on War-Model, Non-Elastic Supporters

### ROPER KNITTING (19)

- ☐ Catalog on Athletic-Award Sweaters

### YALE U. PRESS (21)

- ☐ Information on Conditioning Text

Has your school a pre-flight aviation course ..... Position of instructor in charge

NAME ..... POSITION  
(Principal, coach, athletic director, physical director)

SCHOOL ..... ENROLLMENT

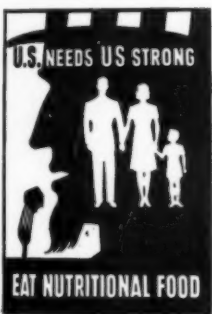
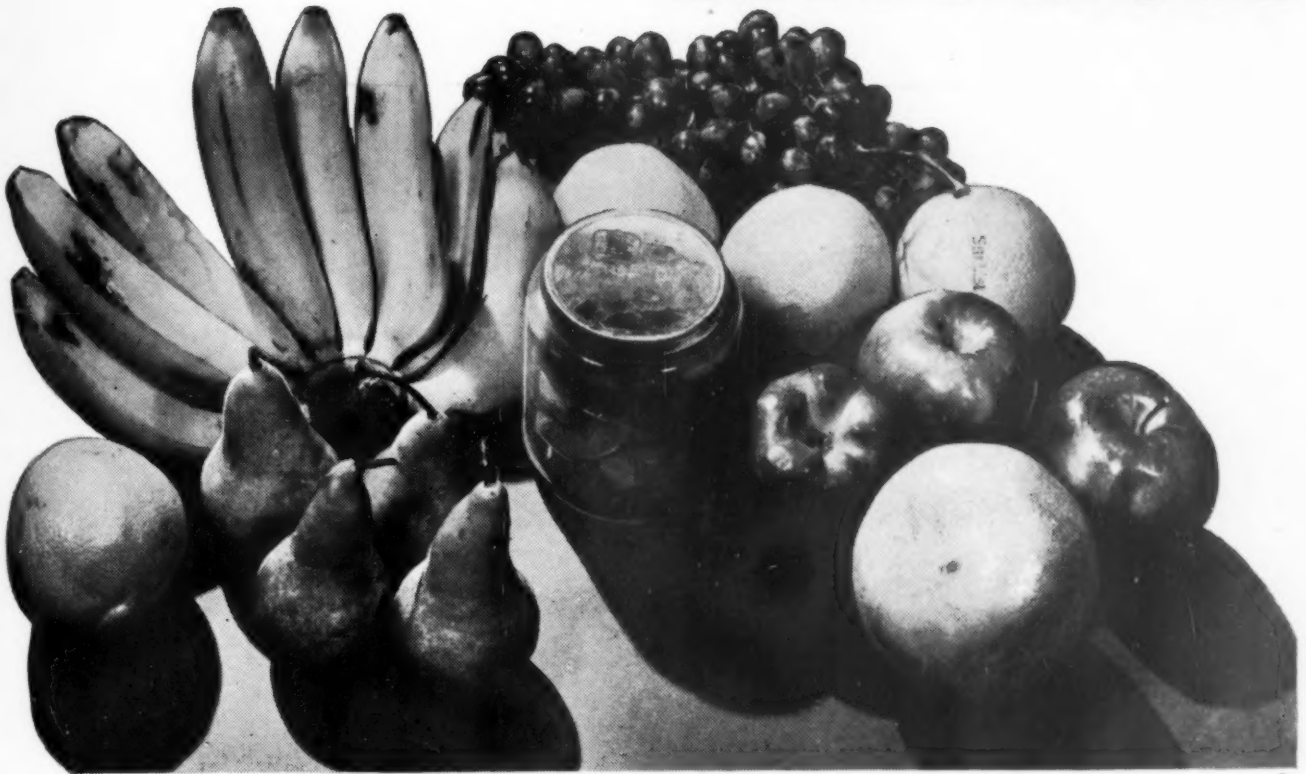
CITY ..... STATE

No coupon honored unless position is stated

December, 1942

POST ON YOUR BULLETIN BOARD

# *Every Day* **EAT FRUIT**



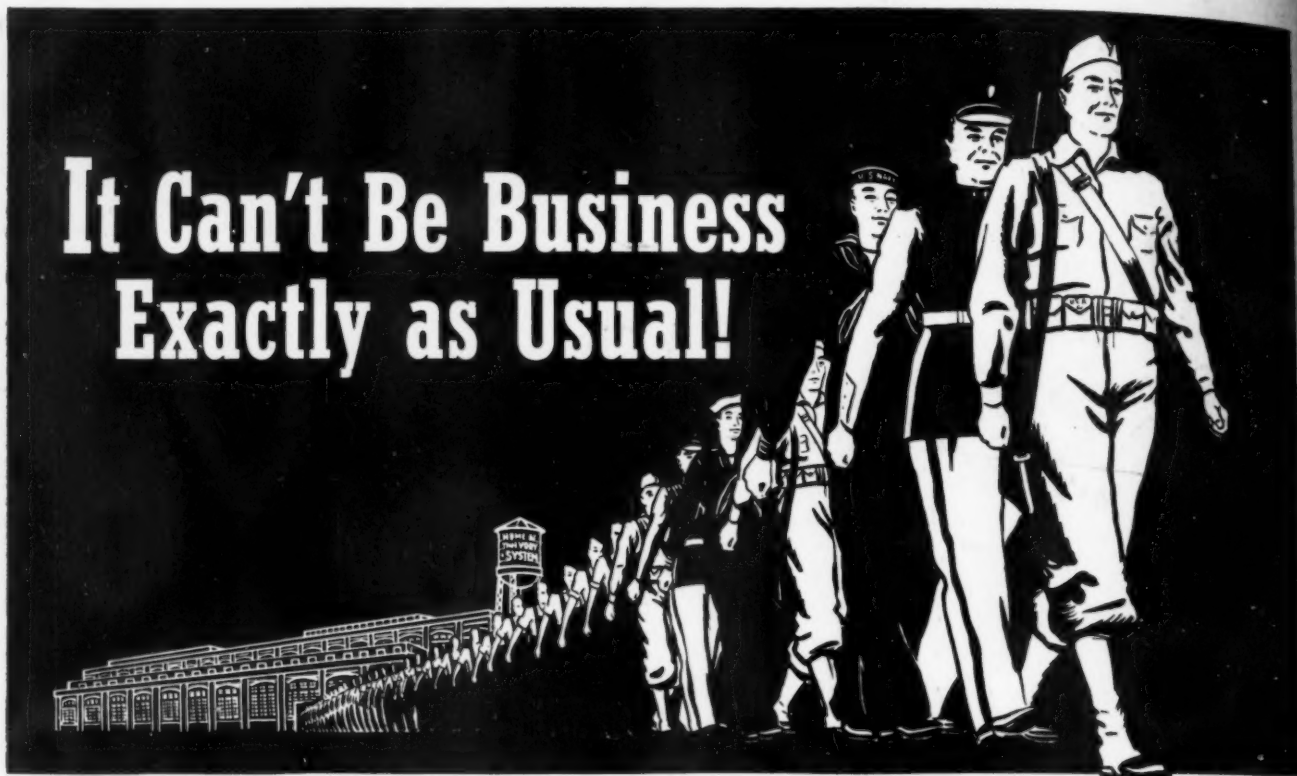
**P**EOPLE who eat a lot may still be starving! It is not how much you eat but what you eat that counts. You must eat the right kinds of foods. How many of you are eating at least two fruits a day? Fruits are rich sources of natural sugars, minerals, and vitamins. You especially need citrus fruits, tomatoes, and raw fruits for Vitamin C. The gums, the teeth, the bones, and the joints all depend constantly on this vitamin for elastic health. So don't neglect that bowl of fruit on your home training table. Canned, frozen or dried fruits are fine desserts.



**Follow the National Nutrition Program at Your Home Training Table**

*No. 4 in a series of eight posters on the principles of right eating. Watch SCHOLASTIC MAGAZINES for No. 5 on the importance of green and yellow Vegetables in your daily diet.*

# It Can't Be Business Exactly as Usual!



You who love **ATHLETICS** and appreciate their importance in the War Effort will determine to carry on regardless of obstacles—and it's the determination of the **IVORY SYSTEM** to do so, also, without regard to the profit and loss column.

We believe that we are contributing to the War Effort by prolonging the life of Athletic Equipment, and we too have had innumerable difficulties to meet and overcome in attempting to provide the same prompt and efficient service—so characteristic of the **IVORY SYSTEM** for so many years.

Our business has been hurt through the loss of many of our boys who have gone into the service, and those of us who are left behind are pledged to do our utmost to serve the Schools and Colleges of America to the very limit of our ability.

We ask for your patient cooperation.

**Ivory System**

RECONDITIONERS  
OF ATHLETIC  
EQUIPMENT

PEABODY, MASSACHUSETTS